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ABSTRACT

A project was conducted to provide descriptive data regarding mid-career women in administration and to develop program materials based on these data. Specific project objectives were (1) to provide descriptive data identifying areas of concern for mid-career women in adminstration; (2) to review selected literature in the fields of the psychology of women, the states of adult development relating to mid-life and mid-career stages, effective administrator managerial practices, and organizational barriers impacting on women's equity issues; (3) to synthesize these data as a basis for program development; and (4) to develop programs and learning activities with potential impact for mid-career women in administration. Included among the project's activities were the computerized analysis of data from 197 responses to a project-developed survey instrument; a review of literature on the above-mentioned topics; development of a 33-page annotated bibliography (included in the final project report); synthesis of data from the survey and the literature review in papers on mid-career women as mentors and career patterns and gender in mid-career in the report) covering managerial roles and functions, formal and interpersonal communication, decision making, time management, and management by objectives. (MN)

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ED208128

MID-CAREER WOMEN IN ADMINISTRATION

FINAL REPORT

CFDA No. 13.565
Grant No. G-0079
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TABLE OF CONTENTS

Section I: INTRODUCTION

Background and Assumptions of the Study........................2
Primary Focus of the Study.....................................7
Project Objectives...8
Project Activities...9

Section II: DESCRIPTIVE DATA (Objective One)

Methodology...14
Survey Instrument...18
Report One, "Factors Hindering Career Development"............22
Coding Categories...48
Report Two, "Analysis of Survey Data".........................78

Section III: REVIEW OF SELECTED LITERATURE (Objective Two)

Gender Issues..102
Mid-Life Issues..132
Managerial Effectiveness.....................................143
Organizational Barriers......................................152
Annotated Bibliography.......................................168

Section IV: SYNTHESIS (Objective Three)

General Information..201
Selected Relationships of Issues.............................204
Conceptual Framework...206
Paper, "Mid-Career Women as Mentors: For Self and Others"....207
Paper, "Mid-Career Administrators: Career Patterns and Gender"....221

Section V: PROGRAM MATERIALS (Objective Three)

General Comments...253

Program Modules:

Managerial Roles and Functions...............................255
Formal Communication...269
Interpersonal Communication..................................291
Decision Making..301
Time Management..311
Management by Objectives.....................................320
Schedules and Related Materials..............................342

EVALUATOR'S REPORT...346

SECTION I: INTRODUCTION

Background and Assumptions of the Study 2

A brief review of selected literature which formed the background for this study; and the identification of the two major assumptions upon which this study was based.

The Primary Focus of the Study (Figure 1-1).............................7

A graphic display of the primary focus of this study as the overlap of what is known in the four areas of Women's Issues, Mid-Life Career Issues, Managerial Effectiveness and Organizational Structures as they impact upon mid-career women in administrative positions.

Project Objectives 8

A restatement of project objectives as originally submitted in the Project Proposal. Each of the following sections of this report will be keyed to the achievement of a particular objective.

Project Activities 9

A summary statement of major project activities with appropriate references to later sections of this document for detail of findings.

BACKGROUND AND ASSUMPTIONS OF THIS STUDY

During the 1970's many women have been altering their occupational orientation from a "job" to a "career" context. This shift to a career orientation implies a concommitant increase in concern among women with success, career mobility and opportunity. However, the factors which produce, or correlate with, career success for women have not been delineated. The research proposed here will focus on identification of variables which correlate with career success for women.

Previous research has isolated some general personal and organizational characteristics which appear to be related to career success or lack of success for women. For instance, the fact that women are socialized to set family obligations ahead of career responsibilities, to aspire to "dead-end" jobs, and to shy away from competitive situations tend to remove them from the standard success mold (Beeghley, 1978). Other factors which may affect career success include the effects of being a "token woman", of overt discrimination, and of needing to adapt to male planned and oriented organizational structures. In addition, men are not socialized to view women in terms of potential for success in certain careers. (Levinson, 1975). Furthermore, the socialization of both men and women conditions them to view some behaviors, for example, aggressiveness, as positive when exhibited by men, but as inappropriate when exhibited by women.

The precise factors which correlate with career success for women and how they operate have still not been clearly delineated. However, some demographic data is well documented.

The increased career orientation among women is clearly reflected in employment data. For instance, in 1940 only 27% of all women were in the labor force, while by 1975 44% of all women were working. Not only are more women working but they now constitute a larger proportion of the professional career occupational categories than in previous years. In 1960, 28% of the professional positions were occupied by women, but 41% of all professionals were female by 1975. During the same period a smaller increase in the proportion of managerial positions occupied by women occurred, with women holding 16% of such positions in 1960 and 19% in 1975 (Bureau of the Census, 1977). Further evidence of increased career orientation among women is apparent in the fact that women who are in careers with open opportunity structures express aspirations and career goals similar to those expressed by men in the same career tracks (Kanter, 1976; Crowley, et.al., 1973).

Despite these trends, it is apparent that women are still restrained in their career opportunities. For instance, women choosing professional careers are still channeled, either by self selection or societal constraint, into the less prestigious professional categories, e.g., librarians, nurses, social workers, elementary school teachers (Grim and Stern, 1975). Of those women who do enter more prestigious professions, most may be found in the less prestigious, less lucrative specialties.

Few female physicians specialize in surgery (Quadgno, 1975) and female attorneys tend to specialize in matrimonial rather than corporate law (Epstein, 1970). Similar, but less well documented patterns prevail in administrative careers.

Factors associated with career success for men have been extensively examined. It is not clear, however, to what extent identified "male success factors" may be applied to women. An issue of major theoretical and applied significance is the identification of characteristics, personal and organizational, which correlate with career success for women.

In January, 1978, a proposal was submitted to the Drake University Research Council for preliminary support to survey the field of contemporary management as it pertained to the needs of educational executives. This "seed money" proposal was funded in February, 1978, and provided the initial study which led to the limitation of the target population to a subset of executives, the mid-career woman administrator, about whom very little is yet known. As a result of this initial work, a proposal was submitted to the Women's Educational Equity Act Program in November, 1978. In March, 1979, this proposal was approved for a Small Grant Award of $14,406.

The assumptions on which the design of this project were based are as follows:

(1) Although there have been some recent demographic studies and even some conjecture about the population of persons described as "mid-career women in administration", there has been little actually validated in regard to the needs, interests and concerns of this group of persons.

(2) If one could identify such needs, interests and concerns of this group (whether from the literature or from interview and survey, it should be possible to design more useful programs and activities than those which here-to-fore have been based on the designer's belief about the needs, interests and concerns of the target group.

The general findings of this study have shown this second assumption to be ineffective. The variations found among and between the various members of the group are so extensive as to eliminate the possibility of conclusive generalizations that might apply to all members of the population, thus leading to the only remaining assumption, that there are no "fixed" areas of needs, interests and concerns of mid-career women in adminstration that can be generalized for the entire population or even for a sufficient percentage of the population to enable programmers to develop generic training materials appropriate for this population.

Within the population, however, there are specific subsets of persons who do desire specific training in selected skill areas. It is for this reason that the training packages attached in Section V of this report were designed and developed. Other effective training materials for specific groups have been developed by others and examples of such are cited in the references.

In the process of arriving at the apparently obvious statement that individual differences have surpassed the possible gender and occupational similarities, several interesting research hypotheses have been proposed relating to career patterns and stages as they related to gender, age and tenure in administrative occupations. Additional hypotheses remain to be refined and tested in relationship to the similarity of needs, interests and concerns of persons within and across career patterns and stages. (For preliminary work on these hypotheses, see the Methodology and Discussion sections of the paper, "Mid-Career Administrators: Career Patterns and Gender Differences", included in Section IV of this report).

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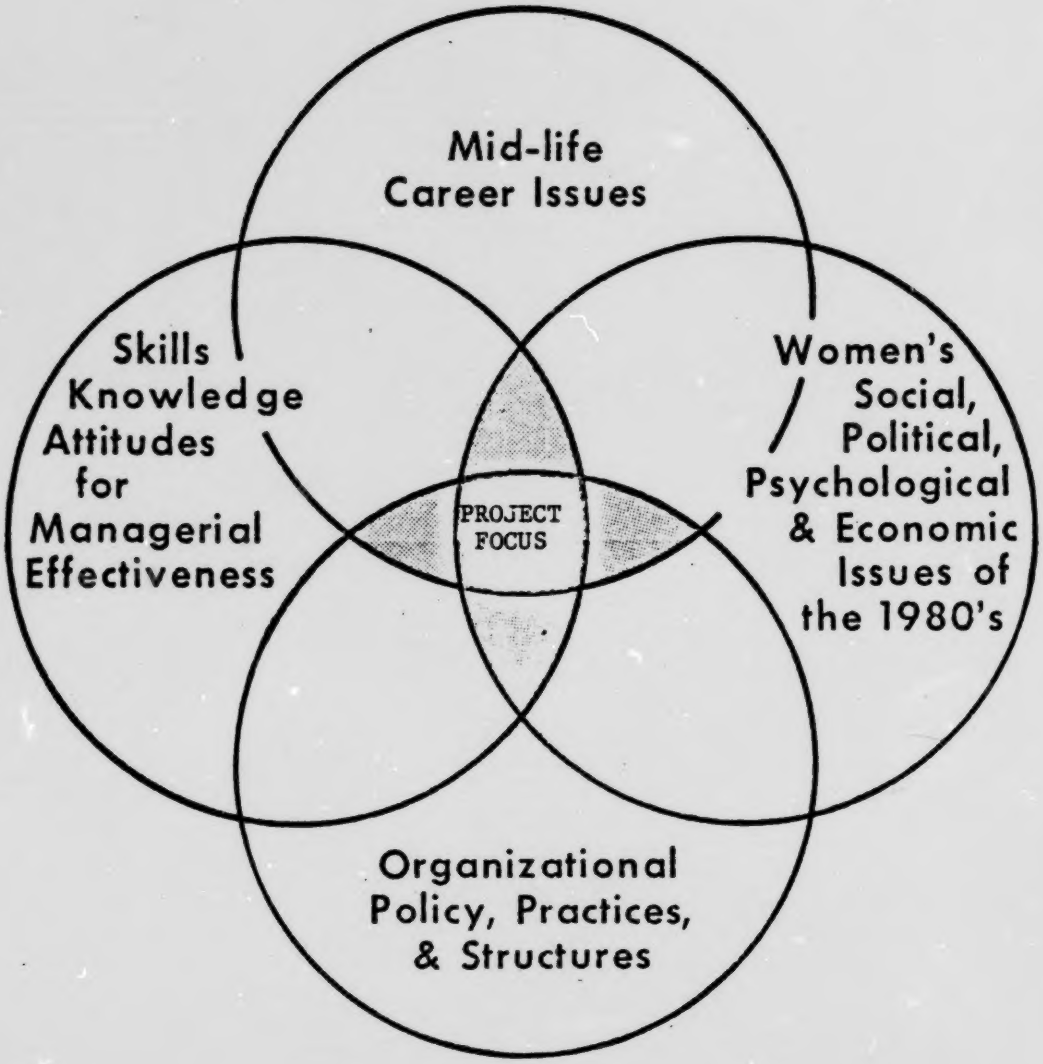
Mid-life
Career Issues
Skills
Knowledge
Attitudes
for
Managerial
Effectiveness
Women's
Social,
Political,
Psychological
& Economic
Issues of
the 1980's
PROJECT
FOCUS
Organizational
Policy, Practices,
& Structures

FIGURE 1-1, Project Focus

PROJECT OBJECTIVES

This project was designed to have two major outcomes; descriptive data regarding the population under study, and program materials based on the needs identified throughout the data finding process. These major outcomes were stated in the form of four objectives:

(1) To provide descriptive data identifying the areas of concern for mid-career women in administration. (For details, see Section II of this report).

(2) To review selected literature in the fields of: (a) the psychology of women, (b) the stages of adult development as they related to mid-life and mid-career stages, (c) effective managerial practice for adminstrators, and (d) organizational barriers which have the potential to impact women's equity issues. (For details, see Section III of this report).

(3) To synthesize the outcomes of objectives One and Two as a basis for program development. (For details see Section IV of this report).

(4) To develop programs and learning activities with potential impact for mid-career women in administration. (For details see Section V of this report).

PROJECT ACTIVITIES

This project has been an exciting but frustrating experience as is probably the case with most single part-time staff projects. Time is the "enemy" as one tries to achieve large-scale objectives with limited resources. In the case of this project, the "tip of the iceberg" has revealed such tempting information, and identified such stimulating women as data sources that the work achieved is small in comparison to the potential.

Spring, 1979

Immediately after the notification of the grant award, a local Cooperative Development Committee was formed. This committee represented both practitioners and researchers, each with a particular expertise in an area of the project: women's issues and programs, adult development, organizational behavior and managerial effectiveness.

A Project Evaluator was identified and retained as a consultant to the project, Susan E. Wright, Ph.D., a Sociologist and experienced Project Evaluator on the Drake University campus.

Potential members of the Advisory Council were identified and contacted. The effort was to reach persons of national reputation who would provide agency and geographical representation. Five outstanding persons agreed to serve in this capacity: Dr. Effie H. Jones, Director of the Office of Women and Minority Affairs of the American Association of School Administrators; Dean Richard G. Peebler, College of Business Administration, Drake University; Dr. Vera Pitts, Professor of Educational Adminstration, California State University at Hayward;

Dr. Cynthia Secor, Director of HERS Mid-Atlantic, University of Pennsylvania; and Dr. Emily Taylor, Director of the Office of Women in Higher Education, American Council on Education.

The initial open-ended survey instrument was designed and tested through the cooperation of many members of the Executive Women's Breakfast Club of Des Moines. A copy of the instrument is included in Section II of this report.

Summer and Fall, 1979

Seven hundred and fifty surveys were distributed; 197 were returned over a three month period. During this time, coding schema were conceptualized, developed and tested to handle the widely divergent open-ended data being returned.

The Drake University Research Council reviewed and accepted a supplimentary grant proposal for $900.00 as graduate assistant stipends to assist with the manual coding of the response data.

Initial computerized analysis of the data lead to the writing of a paper, "Mid-Career Administrators: Career Patterns and Gender Differences," which was presented at the National Academy of Management Conference in Detroit, Michigan, August of 1980.

As a result of this initial work, several additional hypotheses are proposed relating to gender, age and tenure relationships in the mid-career population under study. These will be the subject of ongoing work throught the next few years as time and private financing permit.

In spite of the wide divergence of opinion regarding the needs of mid-career administrators as a group, certain skill need were isolated as particular areas of need by at least some mid-career women in administration. These areas of need became the focus of selected program materials and workshop schedules included in Section V of this report.

Spring and Summer, 1980

Selected program materials which were developed throughout the life of the project were further reviewed. Several components, such as P.E.R.T. (program Evaluation Review Technique) as a Planning Tool, and Manager as Motivator were eliminated from futher consideration as the materials did not seem to meet a sufficiently general need. Other materials which had been considred, such as Effective Written Communication Skills, Finance Strategies, and Career Development were dropped from the development sequence as other agencies and groups were developing materials and training events to cover these specialized needs.

As noted elsewhere in this report, the analysis of survey results did not identify agreed upon topics for which materials could be developed as originally planned. The variations in stated needs, interests and concerns of mid-career women in administration almost negated this type of generally requested material development. The decision was made, therefore, to select topics which would serve the needs of at least those administrators requesting elementary skill training. Six topics were identified and finalized for inclusion in this project:

-Managerial Roles and Functions
-Formal Communication
-Interpersonal Communication
-Decision Making
-Time Management
-Management by Objective

The paper, "Mid-Career Administrators: Career Patterns and Gender Differences" was finalized and presented, based on data analyzed during the fall of 1979. As a result of this presentation at a National Meeting, and the resulting requests for copies of the paper, an additional avenue for dissemination opened up, one which was not anticipated earlier.

During the collection of the survey data, one hundred and twenty persons indicated that they would like to receive a summary of the survey results. An abridged version of the Analysis of Survey Data was sent to each person requesting such information. The full analysis is included in Section II of this report.

SECTION II: DESCRIPTIVE DATA

(Achievement of Objective One)

Methodology 14

A brief review of the methodology of survey sample selection and description of respondents (Includes Figures 2-1 and 2-2).

Survey Instrument 18

A copy of the four page instrument used to gather the required research for this project.

Report One 22

A review of factors reported to hinder the mid-career women in administration. The data refers specifically to responses to Question 3b and 4b of the survey submitted by self-defined mid-career women in the business and education (Code I, n=31) sample.

Coding Categories 48

The set of six coding documents which were developed to permit the analysis of the open-ended responeses to questions 1, 2, 3a, 3b, 4b, and 4c. Question 4a required only a yes or no response, and responses to questions five and six were lists of suggested resources and therefore did not require codes to be developed.

Report Two 78

An analysis of cross-tab data concerning the perceived needs, interests and concerns of mid-career women in administration. This data is broken out to describe what the mid-career women themselves perceived about themselves, as well as what their mid and late career male colleagues and others regarded as their needs, interests and concerns: (n=197) This analysis is supported with preliminary print-out reproductions.

METHODOLOGY

This section discusses the achievement of Objective One, to produce descriptive data regarding the perceived needs, interests and concerns of mid-career women who hold positions of administrative or managerial responsibility. To complete this objective, subtasks were planned to identify the probable areas of concern, to design a data-gathering instrument and to analyse the data from the survey responses.

The initial identification of probable areas of concern was based on information gathered during a coast-to-coast interview sequence described in the project proposal. These interviews produced widely divergent responses to the research question. It was after several initial attempts to draw generalizations from this data that it was decided to design the questionnarie in an open-ended format. While acknowledging that this would complicate the analysis of the response data, it seemed the only manner in which the investigator did not pre-set the boundaries of potential responses.

The population chosen for the Code 1 sample included mid-career administrators employed by the fifty largest industrial corporations (according to the 1978 "Fortune 500" list) and the fifty largest universities (according to the 1979 World Almanac student enrollment data). A letter explaining the purpose of the project and containing four questionnaires was sent to the cief executive officer of each organization. The officer was asked to select two women and two men within the administrative staff to complete the questionnaires and return them with complete anonymity to the researcher. Of the 400 questionnaires sent to this sample, 109 were returned, a response rate of 27.3%.

Responses were also collected from seven other samples, identified as Codes 2 through 8. All responses were completely anonymous, however there was no attempt to acquire a random sample in any of these auxiliary groups. The major purpose for collecting this additional data was to have responses available from the identified subgroups which would allow tentative comparisons between the major sample and selected groups of professionals. As an exploratory effort, it was perceived as a method of raising additional hypotheses for further study.

A description of each of the subgroups with the numbers of responses received is summarized in Figure 2-1. A summary of the overall demographic data of the entire respondent group of 197 is included in Figure 2-2.

Two separate reports of data analysis are included in this section. Later, in Section V, is a report synthesizing selected reports from the literature with additional survey data. The first report is based on the responses of thirty-one women administrators who identified themselves as being in mid-career rather than early or late career, and who were members of the major Code I category, meaning they were employed as adminsitrators in either one of the largest fifty business or one of the largest fifty universities. The two questions analyzed in this first report concentrate on the identification of factors which were perceived to limit career development. This early analysis report is based on the work of two graduate students who through interest in the topic volunteered to assist with this first analysis.

The second report is based on the total 197 responses received. The responses of the mid-career women were compared to those of their male colleagues and others. Computer printouts are provided for those who wish further information.

MAILING LIST DESIGNATION	METHOD OF SELECTION	NUMBER SENT	RETURNED
Code 1 Major Business, Industry and University Leaders	The 50 largest businesses and industries according to the Fortune 500 listing for 1979 and the 50 largest universities according to almanac figures for student enrollment. Each C.E.O. was asked to select two men and two women with administrative responsibility to respond.	400	109
Code 2 Miscellaneous Participants	Persons who have expressed an interest in the project.	40	18
Code 3 D.E.L.T.A. Participants	Participants of a WEEA Funded conference in Wichita, KS. (Predominately women administrators)	65	20
Code 4 Professional Association (Primarily Public School Administrators)	Members of the Association for Supervision and Curriculum Development who attended a special interest session held by the investigator at Detroit National Conference.	65	20
Code 5 Black Professors in Administration	General Membership list.	55	7
Code 6 Des Moines Chapter, Society Advancement of Management	Professional management group mailing list (Predominately business men of the community)	40	5
Code 7 Local Women's Executive Club	Members of the Des Moines Executive Women's Breakfast Club who voluntarily picked up a questionnaire following a regular meeting.	65	16
Code 8 Mundeline College Class	Members of a Finance Class at Mundeline College who folunteered to participate.	45	14
	TOTALS:	750	197

FIGURE 2-1: SURVEY RECIPIENTS

GENDER:	
Women	66%
Men	34%
CAREER STAGE:	
Beginning Career	18%
Mid-Career	68%
Late-Career	14%
AGE:	
Under 30	5%
Mid-Life (30-59)	92%
30-39	31%
40-49	37%
50-59	24%
60 or over	3%
ADMINISTRATIVE FUNCTION:	
50% or More of Time	74%
Less than 50% of Time	26%
YEARS OF ADMINISTRATIVE EXPERIENCE	
Less than 10 years	51%
11 to 20 Years of Experience	36%
Over 20 Years of Experience	13%
ORGANIZATION/OCCUPATION	
Education	71%
Business and Industry	29%
DUAL CAREER HOUSEHOLD	
Yes	30%
No	21%
IF DUAL CAREER: DEPENDENT CHILDREN?	
Yes	30%
No	21%
SINGLE PARENT: DEPENDENT CHILDREN?	
Yes	12%
No	88%
HOUSEHOLD RESPONSIBILITIES	
Sole	37%
Shared	44%
Limited	19%

FIGURE 2-2: SUMMARY OF THE DEMOGRAPHIC DATA (n=197)

SURVEY OF PERCEPTIONS REGARDING MID-CAREER WOMEN IN ADMINISTRATION

As an administrator/manager, you spend a large proportion of your time planning, organizing, directing and controlling the activities and personnel within your jurisdiction. As you respond to these questions, please be as specific as possible.

SECTION I: THESE QUESTIONS APPLY TO ADMINISTRATORS IN GENERAL, BOTH WOMEN AND MEN.

1. Think in terms of "effectiveness" as it pertains to your organization. What are those special skills and abilities that distinguish the most effective administrator/managers from less effective administrator/managers in your organization?

2. At different stages in your career you may have experienced special needs, interests and problems. In your opinion, what do mid-career administrators face which may not be faced by persons who are just entering their administrative career or who are preparing to retire?

3. As a person in management you must work within organizational rules, procedures, policies and traditions. These organizational factors may affect career development in either positive or negative ways.

    a. What rules, policies, procedures or traditions are helpful to mid-career persons?

3. (cont'd)

   b. What rules, policies, procedures or traditions limit the career development of the mid-career manager?

SECTION II: THESE NEXT QUESTIONS CONCERN YOUR PERCEPTION REGARDING MID-CAREER WOMEN.

4. Legally, gender can no longer affect career opportunities for women.

   a. Do you believe women now have equal opportunity to obtain, and succeed in managerial positions?

      Yes _____ No _____

   b. Do you know of any organizational constraints, either open or hidden, which can or do uniquely affect women in management positions, as compared to men in similar positions? If so, what are these constraints?

   c. From your perspective, do women have special needs, interests or problems which affect their potential success in management? (Please be as specific as possible in identifying such needs, interests, or problems).

5. If you were to design seminars, activities or program materials to respond to any of the needs, interests, problems or concerns which you identified in item 4c, what would you include? (Attach additional sheets if needed.)

   a. Seminars/workshops:

5. (cont'd)

b. Activities/events:

c. Program materials:

6. Do you know of the present availability of any of the program materials mentioned in item 5? If so, please share whatever sources and references you find relevant by attaching extra sheets as needed.

7. What additional solutions would you suggest to any of the problems or concerns which you have identified in previous questions? (Please continue on the reverse side of the page if you need extra space).

SECTION III: BELOW ARE QUESTIONS ABOUT YOU AND YOUR WORK SITUATION. YOUR ANSWERS WILL HELP US TO UNDERSTAND AND ANALYZE THE INFORMATION GATHERED IN THE SURVEY.

8. For each personal characteristic below, please place a check beside the category which best describes you.

a. Gender: Woman _____ Man _____

b. Time spent in managerial activities

Less than 25% _____ 51% to 75% _____
26% to 50% _____ Over 75% _____

c. Years in administrative career:

Less than 5 _____ 11 to 15 _____ Over 20 _____
5 to 10 _____ 16 to 20 _____

8. (cont'd)

d. Personal perception of career stage:

beginning career _____
Mid-career _____
Late career _____

e. Age:

Under 30 _____
30 to 39 _____
40 to 49 _____
50 to 59 _____
Over 60 _____

f. Type of organization/industry:

Agriculture _____
Construction _____
Education _____
Finance _____
Insurance _____
Manufacturing _____
Service _____
Transportation _____
Utilities _____
Wholesale
Retail _____
Other
(Specify) _____

9. Because of the special needs of dual career and single parent homes, the following information would be very helpful.

a. Are you a member of a dual career household? _____ If you are, are there dependent children in the family? _____

b. Are you a single parent with dependent child responsibilities? _____

c. Do you have sole responsibility for the ongoing tasks associated with meals, housekeeping, laundry and other maintenance tasks? _____ Shared responsibility? _____ Limited responsibility? _____

THANK YOU VERY MUCH FOR YOUR PARTICPATION

Return to: Marjorie G. Prentice
MID CAREER WOMEN IN ADMINISTRATION
Drake University
Des Moines, Iowa 50311

REPORT ONE:

SELECTED STUDY OF FACTORS HINDERING THE CAREER DEVELOPMENT OF MID-CAREER WOMEN ADMINISTRATORS*

*THIS REPORT WAS PREPARED BY MARJORIE JOHNSON AND NICKI GEORGE MBA STUDENTS AT DRAKE, WHO VOLUNTEERED TO SERVE AS GRADUATE RESEARCHERS FOR THIS EARLY ANALYSIS.

Spring, 1980

REPORT ONE:

SELECTED STUDY OF FACTORS HINDERING THE CAREER DEVELOPMENT OF MID-CAREER WOMEN ADMINISTRATORS

There is merit in investigating female mid-career administrators as a group in itself, since most studies of the mid-life segment of the population have dealt only with men. Because the percentage of the general population at mid-career stage is increasing and also because women are becoming more involved in lifelong careers, female mid-career administrators as a group deserve attention. As an early project report, the number of responses is limited to thirty-one. These are mid-career women who spend over 50% of their time with administrative duties in some of the nations largest businesses and universities.

The primary variables of interst--factors seen as hindering the career development of mid-career women in administration--were discovered in the responses to two questions on the survey instrument. The first, appearing in a section of questions applying to both men and women in general, was:

> What rules, policies, procedures or traditions limit the career development of the mid-career manager?

The second was in a section of questions exploring respondent's perceptions regarding mid-career women, specifically, and read:

> Do you know of any organizational constraints, either open or hidden, which can or do uniquely affect women in management positions, as compared to men in similar positions? If so, what are these constraints?

Both questions were open-ended and yielded a rich variety of responses, from the cryptic "none" to an eight-line, typed explanation. Because of the differences in context and phrasing between the two questions, the replies cannot be grouped according to the same categorical divisions. Therefore, the responses to each question will be analyzed and discussed seperately.

Replies to both queries will be analyzed according to the number of years the respondent has spent in an administrative capacity and according to the respondent's age. By the time a woman has been in administration for a number of years, she has probably developed her skills as a manager and has made a commitment to that career. Obstacles to career development encountered by such a woman may be far different from those facing a novice administrator who is just beginning to develop her managerial career. Because the larger study grouped administrators into two groups -- those who have spent more than ten years in an administrative capacity and those who have been in administration ten years or less -- this study will also use these groupings. A comparison of responses given by younger women against those given by older women may reveal whether younger women are encountering or perceiving the same barriers as their older counterparts. Because none of the respondents in our study are younger than 30 or older than 59 and because the larger study grouped age by ten-year increments, we will use three categories -- ages 30 - 39, ages 40 - 49, and ages 50 - 59.

RESULTS AND DISCUSSION

STUDY QUESTION 1 What rules, policies, procedures or traditions limit the career development of the mid-career manager?

The 31 cases yielded 78 codable responses to study question 1, an average of 2.5 limitations cited per respondent. These responses were classified according to nine general categories. (See Appendix B for our categorization of coded responses.)

Category 1 -- Attitudes contained expressions about general beliefs, values or biases and included such concepts as traditionalism, conservatism, closed-mindedness, and opposition to change.

Category 2 -- Equity Issues contained specific gender, race and age issues and included mention of racist or sexist rules, bias against older (in favor of younger) employees, and marriage as a limiting factor.

Category 3 -- Communication and Climate Concerns contained ideas about information flows, decision-making, and work environment and included discussion of information channels, decision-making time-lag, territoriality, "old boy" systems, difficulties with colleagues and political factors.

Category 4 -- Authority & Hierarchy was involved with issues of organizational traditions and included delegating responsibility and/or authority and hierarchical, authoritarian perspectives.

Category 5 -- General Policies, Procedures & Rules included rigidity, time limitations, rules requiring approval by several layers of administration, and factors which suppress intelligence, imagination or initiative.

Category 6 -- Placement & Promotion contained factors regarding promotions, positions, and search procedures and included discussion of career progression and positioning sequences, various promotion bases, unemployment rules and selection criteria.

Category 7 -- Training & Sabbaticals contained issues regarding training, sabbaticals and travel and included mention of limited support (both time and money) for training, difficulty in obtaining leaves, lack of in-service training opportunities and policies which discourage travel.

Category 8 -- None included responses indicating that the respondent was unaware of any rules, policies, procedures or traditions which limit the career development of the mid-career manager.

Category 9 -- No Response included both non-response and responses indicating that the respondent did not understand the question.

Frequency of Response by Category

Table 1 reveals that responses found in Category 5 -- General Policies, Procedures & Rules were mentioned most often by respondents, followed by those in Category 6 -- Placement & Promotion and Category 3--Communication & Climate Concerns. When examined according to the number of respondents mentioning each category, the same pattern emerges, thus indicating that limiting factors within these three general categories may be perceived as most prominent by our sample.

Table 1

Category	# of Times Category Mentioned	% of 78 Responses	# of Respondents Mentioning Category	% of 31 Respondents
1. Attitudes	9	11.5	5	16.1
2. Equity Issues	8	10.3	4	12.9
3. Communication & Climate Concerns	11	14.1	7	22.6
4. Authority & Hierarchy	8	10.3	6	19.4
5. General Policies, Procedures & Rules	19	24.4	10	32.3
6. Placement & Promotion	11	14.1	9	29.0
7. Training & Sabbaticals	4	5.1	4	12.9
8. None	4	5.1	4	12.9
9. No Response	4	5.1	4	12.9
Total Responses	78	100.0		

Analysis of Responses according to Categories & Number of Years in Administrative Careers

It is possible, by using the nine categories of responses, to discover whether any difference exists in the factors mentioned by women who have been in administrative positions ten years or less as opposed to those mentioned by women who have been in administration longer than ten years. These differences are apparent from the table. (See Table 2.) General policies, procedures and rules were mentioned most often by women with higher tenure, while communication and climate concerns received primary attention from those with lower tenure (but were not even mentioned by the higher-tenured women). The calculated chi-square for this 9 x 2 table is 16.3030. This value is significant beyond the .05 level for 8 degrees of freedom, suggesting that women administrators do perceive different types of organizational limiting factors, depending on the number of years they have spent in administration.

Analysis of Responses according to Categories & Age Groups

It is also possible to investigate whether any differences exist in the factors mentioned by women in various age groups. (See Table 3.) It may not be readily apparent whether there are real differences in the responses made by women in the three groups, although women in the 50-59 bracket mentioned equity issues most often, while both the 30-39 and the 40-49 groups mentioned general policies, procedures and rules most often. The calculated chi-square for this 9 x 3 table is 25.0327. This value is not significant at the .05 level for

Table 2

Years in Administrative Career

Category	10 or Less		Over 10	
	# of Responses	% of Col. Total	# of Responses	% of Col. Total
1. Attitudes	6	10.9	3	13.0
2. Equity Issues	7	12.7	1	4.4
3. Communication & Climate Concerns	11	20.0	0	0.0
4. Authority & Hierarchy	5	9.1	3	13.0
5. General Policies, Procedures & Rules	8	14.5	11	47.8
6. Placement & Promotion	9	16.4	2	8.7
7. Training & Sabbaticals	4	7.3	0	0.0
8. None	2	3.6	2	8.7
9. No Response	3	5.5	1	4.4
Total Responses	55	100.0	23	100.0

Table 3

Age

	30-39		40-49		50-59	
Category	# of Responses	% of Col. Total	# of Responses	% of Col. Total	# of Responses	% of Col. Total
1. Attitudes	1	6.3	3	9.3	5	16.7
2. Equity Issues	2	12.5	0	0.0	6	20.0
3. Communication & Climate Concerns	3	18.8	4	12.5	4	13.3
4. Authority & Hierarchy	0	0.0	6	18.8	2	6.7
5. General Policies, Procedures & Rules	5	31.3	10	31.2	4	13.3
6. Placement & Promotion	1	6.2	6	18.8	4	13.3
7. Training & Sabbaticals	1	6.2	3	9.4	0	0.0
8. None	1	6.2	0	0.0	3	10.0
9. No Response	2	12.5	0	0.0	2	6.7
Total Responses	16	100.0	32	100.0	30	100.0

16 degrees of freedom, but it could be considered significant at the .10 level, suggesting that women administrators may, depending on their age, perceive different types of organizational factors as constraining the career development of women. The need for further study is indicated.

STUDY QUESTION 2 Do you know of any organizational constraints, either open or hidden, which can or do uniquely affect women in management positions, as compared to men in similar positions? If so, what are these constraints?

The 31 cases yielded 60 codable responses, an average of 1.9 constraints cited per respondent. These were grouped according to 8 categories. (See Appendix C for our categorization of coded responses.)

Category 1 -- Structural Constraints included those organizational limiting factors dealing with opportunity -- job availability, number of incumbents and role models, job design, access to information, and affirmative action (tokenism).

Category 2 -- Behavioral Constraints contained response choices regarding organizational factors such as authority and status relationships, performance and competence, and access to positions.

Category 3 -- Social-Interpersonal Constraints emphasized work-related factors such as interactions including isolation of women, sports interaction, and networks.

Category 4 -- Attitudinal Constraints included factors limiting the success of women in administration which arise from prejudice, bias and responses classified as myths by respondents.

Category 5 -- Stereotypes of Groups and Ability contained stereotypes concerning negative views of women as a group, positive views of men as a group, and differences in ability between men and women.

Category 6 -- Dual Standards included those stereotypes reflecting dual standards for men and women in areas such as evaluation, travel, and family.

Category 7 -- Social Relationships emphasized stereotypes regarding social relationships between women and men and social relationships of women managers with wives of male colleagues.

Category 8 -- None indicated that the respondent specified no problems or constraints.

It is our opinion that the coded responses in Category 1 and Category 2, although both organizational factors, are different enough to warrant two separate categories. Category 1 response choices deal primarily with constraints structural on the part of the organization. Category 2 coded responses are those constraints behavioral on the part of persons who function within the formal structure of the organization.

An example of a response given that was coded as a Category 1 choice is "Women play secondary and support roles in fiscal areas ... " This is a structural constraint. This may be viewed as a different type of response from one such as, "Reluctance of men supervised to cooperate fully, as they would with men managers," which was coded in Category 2 because it is behavioral in nature.

Frequency of Response by Category

From Table 4 it is evident that Category 1 -- Structural Constraints contained the largest percentage of responses followed by Category 3 -- Social-Interpersonal Constraints and Category 6 -- Dual Standards. The results also reveal that 32.2 percent of the 31 women responding to the question mentioned Category 1, 29 percent mentioned Category 3, and 19.4 percent mentioned Category 2. Thus, Structural Constraints and Social-Interpersonal Constraints both contained the most responses and were mentioned by the greatest number of respondents. This may indicate that this group of respondents perceives these limiting factors as most frequently affecting women in management positions. However, note that if Category 1 and Category 2, which are both organizational in nature, were combined, 35.0 percent of the 78 responses and 51.6 percent of the 31 respondents would be contained in this larger organizational category. This might imply that organizational factors, both behavioral and structural, are perceived as being most limiting by this group of respondents.

Analysis of Responses According to Categories & Number of Years in Administrative Careers

It is possible to determine from Table 5 whether any relationship exists between the number of years a respondent

Table 4

Category	# of Times Category Mentioned	% of 60 Responses		# of Respondents Mentioning Category	% of 31 Respondents	
1. Structural Constraints	14	23.3	35.0	10	32.2	51.6
2. Behavioral Constraints	7	11.7		6	19.4	
3. Social-Interpersonal Constraints	9	15.0		9	29.0	
4. Attitudinal Constraints	6	10.0		5	16.1	
5. Stereotypes of Groups & Ability	7	11.7		5	16.1	
6. Dual Standards	8	13.3		5	16.1	
7. Social Relationships	4	6.7		3	9.7	
8. None	5	8.3		5	16.1	
Total Responses	60	100.0				

Table 5

Years in Administrative Career

Category	10 or Less		Over 10	
	# of Responses	% of Col. Total	# of Responses	% of Col. Total
1. Structural Constraints	9	21.9	5	26.3
2. Behavioral Constraints	6	14.6	1	5.3
3. Social-Interpersonal Constraints	6	14.6	3	15.8
4. Attitudinal Constraints	4	9.8	2	10.5
5. Stereotypes of Groups & Ability	4	9.8	3	15.8
6. Dual Standards	7	17.1	1	5.3
7. Social Relationships	1	2.4	3	15.8
8. None	4	9.8	1	5.2
Total Responses	41	100.0	19	100.0

has been in an administrative career and the categories of responses given. Whether the difference in numbers of responses in each category given by respondents with 10 years or less or over ten years experience in administration is significant is not visually apparent. The calculated chi-square for this 8 x 2 table is 6.6273. This is not significant beyond the .10 level for 7 degrees of freedom. This suggests that the category of response is independent of the number of years the respondent has been in administration.

Analysis of Responses According to Categories and Age Groups

Also possible is an analysis of whether any differences exist in organizational constraints mentioned by women administrators in various age groups. From Table 6, it is readily apparent that there are differences in the responses made by women in three groups: ages 30-39, 40-49, and 50-59. The calculated chi-square for this 8 x 3 table is 30.8018, which is significant at the .01 level for 14 degrees of freedom. The numbers are so small, though, that one must be cautious in accepting these results.

The analysis may suggest that the three age groups of women administrators perceive different types of organizational constraints affecting women. Dual Standards is perceived by the youngest age group as the factor most affecting women in management. This category is viewed as less important by the middle age group and is not mentioned at all by the oldest age group. Those women in the 40-49 group view Behavioral Constraints, Social-Interpersonal Constraints, and Stereotypes of Groups and

Table 6

Age

	30-39		40-49		50-59	
Category	# of Responses	% of Col. Total	# of Responses	% of Col. Total	# of Responses	% of Col. Total
1. Structural Constraints	1	7.1	4	14.3	9	50.0
2. Behavioral Constraints	0	0.0	5	17.9	2	11.1
3. Social-Interpersonal Constraints	3	21.4	5	17.9	1	5.6
4. Attitudinal Constraints	0	0.0	2	7.1	4	22.2
5. Stereotypes of Groups & Ability	2	14.3	5	17.9	0	0.0
6. Dual Standards	5	35.7	3	10.7	0	0.0
7. Social Relationships	1	7.1	3	10.7	0	0.0
8. None	2	14.4	1	3.5	2	11.1
Total Responses	14	100.0	28	100.0	18	100.0

Ability (Categories 2, 3, and 5) as equally important. The 30-39 age group perceives, of these three categories, Social-Interpersonal Constraints as highly important. None of these three categories is noted as significant by the 50-59 age group. The 50-59 age group perceives Category 1 -- Structural Constraints as most affecting women managers.

Discussion

The literature search reveals that, while few studies have been conducted on communication difficulties as barriers to career development, there is a more recent awareness of the problem surfacing in popular periodicals. These articles express problems with informal communication channels rather than with formal organizational channels. Our research findings parallel this more recent movement. Responses to question 2 (asking about barriers specific to women), when analyzed by age groups, reveals the importance placed on communication by the younger women. Responses coded under Category 3 - Social-Interpersonal Constraints included concerns such as

Isolation of women from interaction,
Sports interaction of males,
Old boy networks, and
Women out of informal network,

all expressed in contexts which were basically communication oriented.

Of the limitations mentioned by women in the 30-39 age group, 21.4 percent were in this category. One response from a woman in this group, which seems to sum up the typical concern, reads, "The informal networks which men have established and have relatively easy access to are still not generally open to women and women are still few enough in academic administration that our parallel networks are less effective." Of concerns expressed by the 40-49 age group, 17.9 percent came under this same classification. However, only 5.6 percent of the responses from the women in the 50-59 age group mentioned informal communication barriers. This group, instead, mentioned Structural Constraints most often, though included within this category are two responses relating to formal communication within the organization. This may indicate that the older women do not view informal communication as a barrier, but are mildly concerned with lack of access to traditional, formal information channels.

Although the categories in question 1 are different from those used for question 2, these same concerns appear in question 1 under Category 3 - Communication & Climate Concerns. This category contains responses about both formal and informal communication problems, such as

Lack of communication,
Closed information channels,
Lack of information about goals,
Lack of daily information, and
Old boy systems/networks.

On this question (regarding both male and female managers) the younger women mentioned items in this category more often than did the older women. Also, when grouped according to tenure, responses from those in administration ten years or less indicated communication and climate concerns as the most important, while those women who had spent over ten years in administration didn't even mention these problems.

The fact that the concerns about informal communication have arisen only recently in the literature and have not been supported by rigorous studies may point to the need for formal investigation into this area.

Margaret Fenn stresses the importance of placement of women in either supportive or decision-making positions, since placement in the supportive position may result in a dead-end situation. Question 2 reveals that women in the 50-59 age group see such types of structural problems as being of prime importance, mentioning barriers such as

Women precluded from active management consideration,
Hiring women at secretarial level for advancement,
Hiring men at managerial level for advancement,
People hired by like people, and
Women given secondary and support roles in fiscal areas.

(50% of their responses fell into this category.) The younger women viewed structural constraints as far less important. Though one can only speculate on the reasons for this difference, perhaps it is because the younger women have not yet found themselves trapped in a supporting position with little future for advancement while others climbed the primary hierarchical ladder. The older women may have seen this happen to their colleagues or may have experienced it themselves and therefore may recognize its importance more clearly.

Though stereotyping is considered a prime barrier by many of the authors reviewed, our study reveals that only the two younger groups of women surveyed consider stereotyping a barrier to career development. On question 2 (regarding women only) the women in the 50-59 age group did not once mention factors in category 5, 6, or 7 (the three stereotype-related categories). This may be considered support for Heilman's conclusion that women may hold some of the same stereotypes as do men. Spain may be explaining the older women's blindness in this area when she declares that "ancient attitudes" about women being basically inferior are "so deeply ingrained that many people are not aware that they have [them]."

A further explanation for the difference in awareness of stereotypes by age group might be that, while the older women don't perceive any stereotypes barring their career development, younger women today have been taught to examine closely anything that might be discriminatory in nature and have become more attuned to stereotyping. This may be why Dual Standards were mentioned most often by the young women, less often by the 40-49 group and not at all by the 50-59 group.

Limitations

Various factors indicate that these results should be interpreted with caution. Although a sample size of 31 is often considered to be sufficient for generalizing to a population, it seems rather small for inference to all women administrators in the population of the larger study. Also, the assumptions for chi-square analysis are not met, since the selection of respondents by the organizational chief executive officers was not done in a purely random manner.

Only six of our sample respondents indicated that they were a part of a business organization as opposed to an educational institution, causing the results to be heavily weighted toward educational administrators. (For this reason no attempt was made to compare the responses given by business administrators to those given by educational administrators. Perhaps a different sample would result in a more even distribution and provide the opportunity for more intensive investigation.)

The responses were given in widely varying contexts, making it difficult to obtain an objective codification of responses into computable form. Because our study was an exploratory one, responses were originally assigned to one of the larger study's 18 categories on study question 1 and approximately 25 categories on study question 2. Later, because of the limited number of responses, these categories were combined into the final nine and eight, respectively. Because the final classification was necessarily done subjectively, perhaps a different method of categorization would yield different results.

Conclusions

This study was to discover what organizational constraints, either open or hidden, are perceived to affect adversely the career development of women in management. We also sought to discover what relationships, if any, exist between categories of factors and two demographic variables: years in administrative career and age.

When asked about limiting factors affecting the mid-career manager in general (both men and women), women respondents named general policies, procedures and rules most often as limiting career development, with placement and promotion factors and communication and climate concerns being of secondary importance. Responses to this question also revealed a relationship between categories of factors and both the number of years in administrative career and the age of the respondent.

When asked about constraints uniquely affecting women in management, respondents most often mentioned structural constraints, followed by social-interpersonal constraints. Responses to this question revealed a relationship between categories of factors mentioned and age, but not between categories of factors and time in administrative career.

These findings may serve as the basis for further defining organizational barriers limiting the full utilization of the management potential of women. Defining the barriers could provide the organization with the opportunity to eliminate such constraints and thereby achieve optimal managerial efficiency.

APPENDIX -- Question 1 Categorization

Category 1 - Attitudes

Opposition to change
Entrenched attitudes, traditionalism, conservatism
Closed mind syndrome, narrowness
Belief all must be specialists
Lack of respect for "non-tough guys"
Anxiety of incumbent
Other's perceptions of you as impotent manager

Category 2 - Equity Issues

Racist, sexist rules
Being a women
Marriage limits women
Persons uncomfortable working with opposite gender
Bias against older employees (in favor of younger employees)
Position always held by a man (first woman)
Women are older than men at same level

Category 3 - Communication and Climate Concerns

Lack of communication
Closed information channels
Lack of information about goals
Lack of daily information
"Old boy" system (men's club atmosphere networks)
Territoriality, protecting one's own
Timelag in making decisions
"New kid on the block" syndrome
Solicitous or righteous colleagues
Political factors

Category 4 - Authority & Hierarchy

Lack of adequate authority
Lack of clear statement of responsibility
Hierarchical, authoritarian perspective
Bypassing line structures
Lack of authority to hire/fire

Category 5 - General Policies, Procedures & Rules

Suppress intelligence, imagination, initiative
Failure to recognize/develop potential
Limit creativity
Inflexible, overly rigid, restrictive
Maintain status quo, tradition, the past
Require approval of several layers of administration
Time limitations
Emphasis on "time-clock" punching
Negative, punative rules, bothersome rules
Obsolete rules
Inflexible work hour rules

Category 6 - Placement & Promotion
- Staff position is dead end
- Lack of career progressions, career ladders, position sequence
- Promotions based on seniority, tenure vs. ability, competence
- Promotions based on external factors, advanced degree, publish
- Layoff rules
- Prevent cross functional transfers
- Accrued benefits not transferable
- Unemployment rules
- Criteria used for selecting administrators
- Clone approval

Category 7 - Training & Sabbaticals
- Limited support (time, money) for training
- Difficulty in obtaining leaves
- Lack of in-service training opportunities
- Discourage travel

Category 8 - None
- No limitations in policies, procedures & rules

Category 9 - No Response
- Don't understand the question
- (no response given)

APPENDIX -- Question 2 Categorization

Category 1 - Structural Constraints
- Opportunity - job availability
  - Women precluded from active management consideration
  - Hiring women at secretarial level for advancement
  - Hiring men at managerial level for advancement
  - People hired by like people
  - Lack of part-time opportunity
- Numbers - tokens, lack of incumbents, lack of role models
  - Lack of women at every level of administration
  - Tokenism
- Job Design - expected tasks or behaviors
  - Extra task loading of jobs for women
  - Women given secondary and support roles in fiscal areas
  - Job stereotyping
- Access to Information
  - Denied access to information
  - Traditional channels are male dominated
- Affirmative Action
  - Women where they are not because of qualifications but because of tokenism, EEO, etc.

Category 2 - Behavioral Constraints
- Authority, Status, Power Issues
  - Reluctance of men to follow directions by women
  - Women must continually assert themselves to remind others of authority
  - Men or women who prefer to report to a male boss
- Performance - Competence Issues
  - Doubt in women's abilities
- Access to Positions, Role
  - Narrow views of experience
  - Failure to groom women for positions

Category 3 - Social-Interpersonal Constraints
- Interactions
  - Isolation of women
  - Sports interaction of males
- Networks & Supports
  - Old boy networks
  - Women out of informal network

Category 4 - Attitudinal Constraints
- Those defined or implied by respondent as prejudice or bias
  - Prejudice, unconscious bias
- Judgement of abilities based on bias
- Those specified as myths by respondent
  - Myth of male fiscal superiority
  - Myth of female creativity/personnel work

APPENDIX (continued)

Category 5 - Stereotypes of Groups and Ability

- Stereotypes concerning negative views of women as a group
  - Women not allowed to fail
  - Women must prove effectiveness
  - Perceived physical inferiority of women
  - Don't take women seriously
- Stereotypes concerning positive view of men as a group
  - Transfer of ability more clear in men

Category 6 - Dual Standards

- Women's views thought frivolous
- Children - for men a plus, for women a minus
- "Agressive" seen as positive for men, negative for women
- Personal lives of females as part of evaluations
- Double standard in evaluation
- Sex differences in travel, working late
- Some views serious if championed by a man
- Sex differences in relocation
- Belief that women can't raise money by solicitations

Category 7 - Social Relationships

- Wives who look askance at female colleague for husbands
- Men uncomfortable around women in nonsocial contexts
- Women lack access to social relationships with wives of male colleagues

Category 8 - None

- Response specifies no problems or constraints

CODING CATEGORIES

Due to the different "context" perspectives of the major questions, the analysis of each question required the construction of a separate coding scheme. Several questions required the establishment of the specific orientations taken by the respondent, for example, were they speaking of a particular behavior or of a characteristic, attitude or need; were they speaking of something positively valued, or something seen as a detriment. Following this general establishment of context and orientations, individual coding categories were established to allow for the specific analysis of each phrase of each respondents comments.

Question 1: Think in terms of "effectiveness" as it pertains to your organization. What are those special skills and abilities that distinguish the most effective administrator/managers from less effective administrator/managers in your organization?

CODING: Column 1; context: type of skill, ability or characteristic

1= Demographic, physical characteristic of administrator/manager
2= Self orientation of administrator/manager
3= Personality characteristic of administrator/manager
4= Personal behaviors af administrator/manager
5= Organizational characteristics/behaviors
6= Charcteristic or behavior of "others"

8= No context
9= No answer

Column 2; Orientation of skill, ability or characteristic

1= Task oriented
2= Supportive of others
3= Supportive of organization
4= Supportive of self
5= Supportive of administrator/manager by others

8= No context
9= No answer

Columns 3 & 4; Skills, abilities and characteristics

A. Demographic, Physical Characteristics

01= Appearance, grooming
02= Energy, endurance, stamina
03= Health; physical and mental
04= Intelligence
05= Professional appearance and demeanor

B. Self Orientation

06= Criticism, can take criticism, tough hide
07= Demanding of self
08= Self confident, self knowledge
09= Self controlled, self disciplined, self contained

C. Personality Characteristics—Task Facilitating

10= Impartial, objective, detached, decisions without involvement
11= Intuitive
12= Persuasive
13= Reliable, dependable

D. Personality Characteristics—Supportive

14= Compassionate, sympathetic, empathetic

D. Personality Characteristics--Supportive (continued)

15= Ethical, just, fair, honest, credible
16= Generous
17= Openness, candor
18= Patient, prudent
19= Reciprocity
20= Responsive
21= Sensitive
22= Tact, diplomacy
23= Trustworthyness

E. Personality Characteristics--General

24= Alertness, awareness
25= Consistency
26= Cosmopolitan, well rounded, eclectic
27= Good sense
28= Humility
29= Integrity
30= Optimistic
31= Pleasant, congenial, pleasing personality, cheerful
32= Polish, class
33= Sense of humor

F. Personal Behavior-Task Oriented (Decision-making Leadership)

34= Consistency of politics
35= Decision making skills, problem solver, decisiveness
36= Details, attentive to
37= Efficient, quick turn-around
38= Firm, takes control
39= Flexible, adaptable, handles things as they arise, can deal with ambiguities, handles multiple jobs
40= Gains support from above
41= Goal oriented, uses foresight, farsighted, plans, anticipates, does homework, prepared, sets priorities
42= Good judgement, uses
43= Hardworker, performer, doer, drive, high performer, gets things done, follows through, does more than get by, determined.
44= Implement programs, ability to
45= Initiative, self-starter
46= Organized, prepared
47= Perceives task to be done, sorts important issues, sees alternatives
48= Progressive, risk taker, manages change
49= Prompt, punctual, manages time
50= Results, gets them
51= Sense of duty, commitment, responsibility, loyalty
52= Work climate (creates good one)
53= Works independently

G. Personal Behavior--Supportive, Interpersonal

54= Admits errors, admits fallible
55= Assesses and utilizes others skills, special talents/resources
56= Calms others
57= Clear role understanding
58= Communication skills, articulate
59= Compromises on less important issues
60= Conflict solution skills
61= Constructively criticizes
62= Consults others, draws ideas from others, listens to others
63= Creates atmosphere of trust, openness
64= Delegates authority, responsibility, involves others in decision making
65= Demanding of others, high expectations, and standards for others
66= Doesn't hold grudges, or irritations, even-tempered
67= Experienced with groups of people, works well with others, as part of team
68= Humanistic approach, concern for people, understands human behavior
69= Interpersonal skills (general)
70= Mentors, motivates, encourages growth, instills positive self-image
71= Respect, gains respect of others
72= Stands on convictions
73= Uses own authority

H. Personal Behavior--Thinking Skills

74= Clear thinker, logical, rational, pragmatic
75= Conceptual, analytical, has problem perspective, can restructure or redefine issues, uses types, understands issues, insight
76= Creative, imaginative, innovative, intuitive
77= Good memory

I. Skills, Training

78= Education, knowledge, expertise, experience
79= Evaluative skills
80= Fiscal management skills
81= Math, finance skills
82= Research skills, scholarship skills, deals with complex data
83= Technical skills (general)

J. Organization Related Behavior or Characteristics

84= Allocates organization resources, rewards, provides good rewards
85= Becomes known in organization
86= Functions well in organization
87= Gains support of organization
88= Understands organization, political system, whole organizational picture

J. Organization Related Behavior or Characteristics (continued)

89= Understands outside environment, community, etc.
90= Work climate of organization is good

91-98, new categories for unclassifiable responses
99= no response

Question 2:

(1) Is the respondent speaking of (1) the behavior of some actor(s) or the need for some actor to engage in some behavior, (2) the characteristic, attitude, or state of affairs regarding some actor(s) or object/environment/situation or the need for some actor/object/environment situation to have some characteristic or attitude or be in some state, or (3) neither of the above or unclear which.

(2) Is the actor who exhibits the behavior or posses the characteristic: (1) the person in the career role, or (2) some other person(s) who individually affect the focal person, some object/environment/situation, or (3) none of the above or unclear which.

(3) Is the behavior or characteristic/attitude/state of affairs spoken of as being: (1) related to the determination/specification/selection of goals/objectives/desired outcomes or the setting of priorities or the balancing of multiple roles or conflicting demands, (2) positively valued or appropriate/necessary/instrumental in attaining or avoiding some outcome (other than specified in point 1), (3) negatively valued or a detriment or hindrance to goal attainment or normal/good functioning (other than as specified in point 1) or (4) none of the above or unclear which.

J. Organization Related Behavior or Characteristics (continued)

89= Understands outside environment, community, etc.
90= Work climate of organization is good

91-98, new categories for unclassifiable responses
99= no response

1 BEHAVIOR OR NEED TO ENGAGE IN BEHAVIOR

1 -By the person in the career role

1 -To determine goals, set priorities, or balance or make conflicting demands.

001 Reevaluate or alter or make choice of alternative career or goals, adjust sights, change priorities.
002 Establish long range goals, ultimate career objectives, plan future, anlayses organization career paths.
003 Establish timetable for career
004 Make decisions on life style
005 Balance roles, reconcile personal, family, professional lives
006 Open
010

2 -That is positively valued or is instrumental in attaining some desired outcomes or avoiding some undesirable outcomes.

All have to do with renewal (011-018):

011 Need visions remembered, review
012 Read and think about issues
013 Stay fresh
014 Keep enthusiastic, charged
015 Take sabbatical or leave, away from work-depth experiences
016 Stimulate, ideas, have new ideas and approaches to old problems
017 Broaden perspective, need to take a broad or generalist view
018 Avoid stagnation, boredome, routine, ruts
019 Open
020

All have to do with retaining self or others, updating self, learning (021-026):

021 Engage in retaining self, prepare for another job
022 Graduate study, update in field, self-instruction, seminars and short courses
023 Train replacement
024 Be a mentor
025 Be an example for others
026 Find a role model for self to follow, find mentor
027 Open
030

Other positively valued behaviors (031-038):

031 Keep in touch with subjective self
032 Keep perspective
033 Pursue creative outputs
034 Control own time
035 Exercise initiative
036 Forge administrative style
037 Develop support network, maintain contact or association with support network or others in field or others who are similar (also see 111)

	3		-That is negatively valued or detrimental.
		041	Defend, inform, explain unsensible upper level decisions
		042	Overextend self, over-burdened
		043	Open
		050	
	4		-That is none of the above.
			All have to do with changes or lack of changes (which may be positive or negatively valued (051-055):
		051	Change procedures, work patterns, take on new experiences, function in unfamiliar context
		052	Cut off the past, leave behind technical background
		053	Retain or pick-up managerial direction
		054	Experience change in responsibility periodically (e.g., every 3-5 years)
		055	Maintain the status quo or conservation
		056	Open
		060	
			All other "none of the above" behaviors" (061-066):
		061	Cope with success and failure
		062	Make more intense decisions, choices
		063	Execute policy without power
		064	Stay on the go
		065	Cope with financial responsibilities
		066	Done OK for a woman
		067	Open
		070	
2			-By some other person(s), collectively, object, environment, or situation
	1		-To determine goals, set priorities, or balance or make conflicting demands
		071	Many others clamor for attention, there are competing demands on time and energy, there are multiple requests rivaling professional responsibilities
		072	Open
		074	
	2		-That are positively valued or instrumental
		075	Access to and support and feedback from top-level management
		076	Reassure mid-career administrators they can compete
		077	Open
		080	
	3		-That are negatively valued or detrimental
		081	Peers accept slowly
		082	Put off by former peers
		083	Typecast mid-career administrator
		084	Destroy accomplishments (programs)for change sake

	3		-That are negatively valued or detrimental (cont'd)
		085	Take mid-career administrator for granted
		086	Open
	4		-That is more of the above
		087	Younger people give strong competition to mid-career administrators
		088	Give less direction (mid-career person receives less direction)
		089	Change organizational structure
		090	Open
		100	
			-Characteristic, attitude, or state of affairs or need to have some characteristics or attitude of, be in some state
1			-Of the person in the career role
	1		-That is related to goal determination, setting priorities, or balancing or making conflicting demands
		101	Two career family
		102	Busiest time of life
		103	Open
		105	
	2		-That is positively valued or instrumental
		106	Need motivation
		107	Need challenge
		108	Need recognition
		109	Need humor
		110	Have knowledge and ability, able to respond, able to learn more of big picture, battle readiness
		111	Need an irreverent colleague (may fit with 037)
		112	Progress in growth and development, attained different position
		113	Need answers for self
		114	Lots of time remaining
		115	Open
		120	
	3		-That are negatively valued or detrimental, have to do with fears, doubts, concerns, worries (121-124):
		121	Recriminations, self-doubt regarding career, abilities, lifestyle, whether it is all worth it
		122	Trepidation, anxiety, fear
		123	Fear of failure, fear of starting over, concern about starting over, insecurity, worry about mistakes and their effects, high risk associated with changes, desire security over risk
		124	Fear of entrapment in position, need to advance or will remain at entry level
		125	Open

-Have to do with loss, decline, reduction, wearing out, slowing down

131 Decrease in or lack of interest, enthusiasm, inspiration, activity, apathy or who care attitude, inertia, burned out, diminution of aggressiveness, zest, zeal, attitude worn.
132 Obsolescence, deterioration of academic specialty
133 Declining self-image and self-worth
134 Getting older
135 Career bogs down at mid-point, reach plateau too soon, lack of professional program
136 Open
140

-Have to do with other negatively valued or detrimental characteristics, etc.

141 Morale problem, problems of motivation and inspiration, boredom
142 Frustration
143 Narrow perceptions
144 Mid-life crisis, facing personal crisis
145 Hard to challenge
146 Won't consider other ideas or ideas that change
147 Reluctant to take on new tasks
148 Not as flexible as younger persons
149 Problem of general reality vs. idealism
150 Regimentation
151 lack of authority, no authority
152 No experienced leadership style
153 Not exposed to experiences needed for advancement
154 Problem of the "Peter Principle"
155 Catch 22
156 Isolation
157 High personal, financial responsibilities
158 Lack of aid in career planning and guidance, failure to chart continued career path
159 Credibility gap
160 Open
170

4 -That are none of the above

171 Have higher level of responsibility, fiscal responsibility
172 Geographically mobile
173 Less interest and enthusiasm in mobility
174 Growing cynicism, disillusionment, seeing evil in others
175 Have pressure to succeed
176 Different physical energy level
177 Mid-life circumstances
178 Between too young and old-boy, marginal status position
179 Limited to time to make impact
180 Want to know if further growth is still possible
181 Have not confronted alternative options
182 Short-term and long-term goals left undone
183 Open
190

	2			-Of some person(s), collectivity, object, environment, or situation.
		1		None
		2		-That is positively valued or instrumental
			191	There are opportunities for job enlargement, broadening
			192	There are challenges to learn
			193	Open
			195	
		3		-That is negatively valued or detrimental
			196	Job growth limited, opportunities for promotion, responsibilities limited, limited options for new positions, limited upward mobility, lack self-improvement options, prospects narrowed, insufficient opportunities for professional growth
			197	Stereotypes, stereotypical roles persist
			198	Inequitable salaries for women
			199	Continuing male advantage
			200	Inflationary market gives newly entered a high salary, junior level staff enter with high salary
			201	Establishment does not accept
			202	Life choices may be permanent
			203	Open
			210	
		4		-That is none of the above
			211	Rewards differ for mid-career administrators
			212	The status-quo is rolling, changing
			213	Open
			220	
3				Neither behavior nor characteristic or unclear which
	1			-Related to person in career role
		4		-None of the first three possibilites
			301	Nothing
	3			-Neither person nor other
		4		-None of the first three possibilities
			302	Don't know, not applicable
			303	No answer

SUPPORTIVE POLICIES, PROCEDURES AND GUIDELINES

01		ACCESS TO INFORMATION THAT SUPPORTS MID-CAREER DEVELOPMENT
	001	Knowledge of the organizational givens, job requirements, institutional goals
	002	Knowledge of unwritten expectations, traditions
	003	Participation in upper levels of decision making, input to policy decisions
	004	Open formal communication channels
	005	Open informal communication channels
	006	Access to peers, colleagues, superiors
	007	Access to committee consultation
	008	Adequate inflow of information
	009	Required administrative meetings
	010	Access to academic units and other departments
02		ADMINISTRATION, INTERPRETATION, IMPLEMENTATION OF POLICIES, RULES SUPPORTIVE OF MID-CAREER DEVELOPMENT
	011	Flexible hours, flex-time, to meet changing demands of managers
	012	Sufficient lead time
	013	Time management flexibility
	014	Performance appraisal systems, performance review, evaluations
	015	Encouragement of self-evaluations, self-development
	016	Performance evaluations related to development and growth
	017	Openness about performance, willingness to give feedback, information about performance
	018	Familiarity with the organization and how it functions
	019	Know established traditions, standards and unwritten expectations
	026	Know how rules can be changed
	021	Organizational chart, clearly defined organizational structure
	022	Clearly established lines of authority, reporting, responsibility
	023	Clearly written job descriptions, positive descriptions of jobs
	024	Flexibility in task assignments, depth and scope of activities
	025	Autonomy, flexibility in style
	026	Increased job responsibility, lack of interference, increased authority
03		CLIMATE FACTORS THAT ARE SUPPORTIVE OF MID-CAREER DEVELOPMENT
	027	"Warm" atmosphere, open process, open meetings
	028	Access to all levels of decision making
	029	Supportive attitudes of superiors
	030	Sponsors, mentors, role models, previous women in administrative positions
	031	Expectations of success, tradition of achievement, track record of growth
	032	Support networks
	033	Supportive acquaintances
	034	Supportive manner in which rules are applied
	035	Openness to change
	036	Openness to role redefinition, to renegotiating past problems
	037	Theme of continuity, stability
	038	Emphasis on people vs. policies, reasoning behind rules
	039	General respect for persons, for experience

04		EQUITY AND DISCRIMINATION ISSUES THAT SUPPORT MID-CAREER DEVELOPMENT
	040	Environment which encourages women
	041	Hiring and promotion procedures without discrimination
	042	Few and helpful to women and minorities
	043	Those which incorporate opportunity, responsibility, salary equity for women
	044	Affirmative Action and EEO Programs, implemented positively
05		POLICIES, PROCEDURES, GUIDELINES THAT SUPPORT MID-CAREER DEVELOPMENT
	045	Broad policies rather than rigid rules
	046	Flexible policies and rules
	047	Policy handbook
	048	Policy basis for making decisions
	049	Guidelines, guideposts for making decisions
	050	Procedures to expedite routine matters
	051	Overall policies, procedures and rules to assist manager
	052	Guidelines for personnel matters (absenteeism, tardiness, compensation, review)
	053	Required improvement of personal, professional skills
	054	Guidelines for appropriate behavior
	055	Due process, just cause, grievance procedures without malice
	056	Somewhat standardized promotion procedures
06		PROGRAMS, ASSIGNMENTS, TRAINING, RESOURCES THAT ARE SUPPORTIVE OF MID-CAREER DEVELOPMENT
	057	Career guidance programs, career management procedures, career development programs
	058	Individual career counseling and assistance
	059	Focus on upward mobility needs of mid-career personnel
	060	Transfer bidding to increase promotion options, job posting
	062	Opportunities to work in areas other than one's specialization
	063	Temporary "acting" assignments at higher level to broaden experience base
	064	Leadership identification programs, search procedures, career opportunities visible
	065	Openness about job opportunities
	066	Anti-nepotism policies
	067	Good aveneus for recognition, making "contacts"
	068	Sabbaticals
	069	Research support, time, staff, computer
	070	Travel funds for professional activities, conferences
	071	Memberships in professional organizations
	072	Journals, technical resources, management libraries
	073	Opportunities for outside work, consulting, holding offices in associations
	074	Opportunities for outside visibility
	075	In-house training for new needed skills
	076	On-the-job experience
	077	External training and formal course work
	078	Tuition waivers

07		REWARDS
	079	Salary procedures
	080	Compensation tied to accomplishment, performance, results (MBO)
	081	Compensation tied to positive reinforcement, job-well-done, incentive programs
	082	Merit compensation programs, valuing of experience
	083	Fringe benefit programs sensitive to mid-life pressures, cost of living
	084	Retirement, disability programs to relieve anxieties about future
	085	Extra perks
	086	Efficient, sufficient, secretarial, clerical support
	087	Job security, tenure, seniority rules
	088	Verbal, written commendations, recognition
08		*This category for use by coder if pre-established categories are not appropriate. Items 089-194 for use by coder if pre-established item codes are insufficient.
09		NO RESPONSE (response not useful)
	195	Not in a management position
	196	Don't understand the question
	197	All are helpful
	198	Nothing is supportive
	199	No response to the question
08		CODERS CATEGORIES
	089	Adequate authority hiring personnel, making decisions, authority and responsibility handled at lowest level possible
	090	Gudelines for fiscal and programic matters
	091	Allow mid-career administrator to redefine a job functionally, to modify direction and emphasize in programs, change rules, policies and procedures
	092	Rules, policies, procedures, etc., which emphasize goals of business or institution
	093	Educational resistance policy
	094	Clearly defined paramenters of responsibility, authority, flexibility
	095	Those which limit tenure in entry level positions
	096	Management developed by internal staff
	097	Know status system, know system within the system, know real power system
	098	Clarity of roles, rules involving individual roles
	099	Rules, policies and procedures which are meaningful and useful give sense of security are non-threatening, provide equity
	100	Recognition that discipline is necessary for orderly conduct of business
	101	Rules, policies and procedures which serve as vast source of knowledge, serve as basis for logically thinking through and document own thoughts and instructions.
	102	Exposure and communication with women in power positions
	103	Willing to delegate authority
	104	Creates visibility

105 Corporation, instituion willingness to "take care of own"
106 Know oneself, knowing the situation
107 Share traditional professionalism, professional
108 Those which seek creative, innovative approaches to problems
109 Those which can present a particular leader from obtaining goals
110 Routine checks for accountability
111 Different performance expectations for men and women managers
112 Flexible use of vacation time
113 Look ahead and defer judgment
114 Salary changes when new tasks are added
115 Those which enable community and industry programs
116 Those which require scheduling organizational fundamentals and procedures
117 Hiring from outside can both help and hinder
118 Too many policies and procedures have to be followed
119 Not all employees at once but geared to stage and need of development
120 Understand dichotomy between sound management principles and organizational differences

LIMITING POLICIES, PROCEDURES AND RULES

01 ATTITUDES THAT LIMIT CAREER DEVELOPMENT

001 Opposition to change
002 Entrenched attitudes, traditionalism, conservatism
003 Complacency
004 Closed mind syndrome, narrowness
005 Prejudgment, not deterring judgment
006 Unquestioned lowalty
007 Fear of being replaced
008 Belief all must be specialists
009 Lack of commitment to growth, self-improvement
010 Lack of respect for "non-tough guys"
011 Negative people
012 Overt prejudice
013 Top level insensitivity
014 Anxiety of incumbent
015 Other's perceptions of you as impotent manager

02 EQUITY ISSUES THAT LIMIT CAREER DEVELOPMENT

016 Racist, sexist rules
017 Being a woman
018 Seniors are men, so few role models, mentors for women
019 Men need more salary (men should be better paid)
020 Women receive lower salaries
021 Marriage limits women (married women don't take careers seriously, married women don't need jobs)
022 Bias against ethnic minorities
023 Typecasting, stereotypes
024 Women's exclusion from information flow
025 Tradition of slow promotion for women
026 Evaluation standards as white image and needs
027 Subtle clues given to male workers
028 Persons uncomfortable working with opposite gender
029 Single women paid less
030 Mental age
031 Bias against older employees (toward younger employees)
032 Special prerequisites for women (training, experience, political connections)
033 Position always held by a man (first woman)
034 Women are older than men at the same laevel

03 INFORMATION, DECISIONS, COMMUNICATION, CLIMATE CONCERNS THAT LIMIT CAREER DEVELOPMENT

035 Lack of communication
036 Closed communication
037 Closed information channels
038 Lack of information about goals
039 Lack of daily information
040 Negative environment
041 "old boy" system (men's club atmosphere networks)
042 Exclusion of "non-members"
043 Territoriality, protecting one's own
044 Insulting rules

	045	Negative Language
	046	"Killer" phrases
	047	Mentors supply information, support, assistance
	048	"Golf-course" decisions
	049	Timelag in making decisions
04		ORGANIZATION, AUTHORITY, HIERARCHICAL CONCERNS THAT LIMIT CAREER DEVELOPMENT
	050	Table of organizational structure
	051	Autocratic system
	052	Lack of adequate authority
	053	Lack of clear statement of responsibility
	054	Centrally directed institution
	055	Hierarchical, authoritarian perspective
	056	Going through channels
	057	Bypassing line structures
	058	Too many management layers
	059	Control of staff
	060	Lack of authority to hire and fire
05		POLITICAL FACTORS THAT LIMIT CAREER DEVELOPMENT
	061	Politics of a male-dominated system
06		POLICIES, PROCEDURES AND RULES (GENERAL) THAT LIMIT CAREER DEVELOPMENT
	062	Inequitably or inconsistently enforced
	063	Suppress intelligence, imagination, initiative
	064	Limit creativity
	065	Create road blocks
	066	Inflexible, overly rigid, restrictive
	067	Confusing jumble
	068	Maintain status quo, tradition, the past
	069	Set by each individual
	070	Give an excuse for not getting job done, "built in" excuses
	071	Require approval of several layers of administration
	072	Slowness of the system to work
07		PROCEDURES (SPECIFIC) THAT LIMIT CAREER DEVELOPMENT
	073	Lack of well-defined procedures
	074	Formalism in relationships
	075	Lack of clear job descriptions, statements of responsibilities
	076	Job descriptions in terms of experience rather than ability
	077	Lack of performance evaluation, periodic reviews
08		RULES (SPECIFIC) THAT LIMIT CAREER DEVELOPMENT
	078	Emphasis on "time-clock" punching
	079	Red tape, bureaucratic trivia
	080	Useless record keeping
	081	Negative, punative rules, bothersome rules
	082	Rules as road blocks, restrictive rules
	083	Obsolete rules
	084	Inflexible work hour rules

09		POSITIONS, SEQUENCE OF POSITIONS, ROLES OF A POSITION
	085	Staff position is dead-end
	086	Lack of career progressions, career ladders, position sequence
	087	Some placements, positions, viewed as demotions ("back to campus")
	088	Advancements limited by role of mid-career managers
10		PROMOTION POLICIES AND PROCEDURES THAT LIMIT CAREER DEVELOPMENT
	089	Promotions based on civil service like requirements
	090	Promotions based on seniority, tenure vs. ability, competence
	091	Promotions based on experience vs. ability, competence
	092	Promotions based on external factors, advanced degree, publish
	093	Promotions require moving up through the hierarchy
	094	Promotions only within own field, don't permit change of field
	095	Promotions for the ineffective (Peter Principle)
	096	Inside rather than outside promotions
	097	Bias against internal promotions
	098	Brining in people from outside
	099	Bumping rights
	100	Layoff rules
	101	Prevent cross functional transfers
	102	Slower advancement for non-practicing professionals
	103	Nepotism
	104	Anti-nepotism
	105	Accrued benefits not transferable
	106	Too many persons of same age hired at same time
11		REGULATIONS (FEDERAL) THAT LIMIT CAREER DEVELOPMENT
	107	Governmental restrictions
	108	Federal legislation broadening candidate pool
	109	Federal legislation regarding women and minorities, EEOAA
	110	Policies to retain and advance those over 40
	111	Older persons not retiring at "traditional" ages (extension of retirement age)
	112	Unemployment rules
12		REWARDS THAT LIMIT CAREER DEVELOPMENT
	113	Withhold benefits from those who seek change
	114	Rewards tied to tenure rather than performance
	115	Equal pay raises regardless of quality of performance
	116	Retirement policies
	117	Insurance coverage
13		SEARCH PROCEDURES THAT LIMIT CAREER DEVELOPMENT
	118	Ineffective search and screening procedures
	119	Criteria used for selecting administrators
	120	Different criteria for search than job requires
	121	Not considering qualified persons, failure to give opportunity
	122	Clone approval

SUPERIOR-SUPERVISOR PROBLEMS THAT LIMIT CAREER DEVELOPMENT

123	Incompetent superiors
124	Difficult, insincere supervisors
125	Demeaning, hostile evaluations
126	Lack of reinforcement, feedback on performance

TRAINING, SABBATICALS, TRAVEL POLICIES, PROCEDURES AND RELATED ATTITUDES THAT LIMIT CAREER DEVELOPMENT

127	Limited support (time, money) for training
128	Difficulty in obtaining leaves
129	Sabbaticals not used
130	Negative image of sabbaticals
131	Lack of on-the-job assistance
132	Lack of in-service training opportunities
133	Limited to young 'comers'
134	Discourage travel

UNWRITTEN RULES AND NORMS THAT LIMIT CAREER DEVELOPMENT

135	Expectations of extended work week, 40 hours +
136	Time and effort restrictions by individuals
137	Proper type for job
138	Thinking of organization as universal reality
139	Assumption that administrative responsibility is always challenging

WORK HISTORY THAT LIMITS CAREER DEVELOPMENT

140	Interrupted work history (short work history)
141	Lack of previous experience, training
142	Lack of connections
143	Older entry age for women
144	Limited job future

*NOTE: Codes between 145-196 may be used by coder for "exceptions" to the previously designated categories.

NO RESPONSE

197	No limitations in policies, procedures and rules
198	Don't understand the question
199	No response given

Question 4b:

General Context:

(1) Organizational Constraints which are seen to limit the full development of specific groups of persons (generally women). These constraints are grouped as (1) structural on the part of the organization or (2) behavioral on the part of persons who function within the formal structure of the organization.

(2) Social/Interpersonal Constraints which are seen to limit productivity either (1) primarily within the work setting or (2) primarily in relation to dual role factors.

(3) Attitudinal Constraints which are seen to limit or make more difficult the success of women in the managerial workforce. Constraints are defined as (1) prejudices, biasis, (2) myths, (3) personal anxieties, pressures, and (4) general stereotypes reflecting characteristics assigned to men or to women, to their social relationships or to dual standards.

(4) Lack of Constraints
Responses which indicate there are no problems or constraints relevant to these issues.

ORGANIZATIONAL CONSTRAINTS

STRUCTURAL CONSTRAINTS HAVING TO DO WITH OPPORTUNITY, ACCESS, IMPLEMENTATION AND ENVIRONMENT

1 OPPORTUNITY-JOB AVAILABILITY

01 Women preclude from active management consideration
02 Contingent, tangential opportunities
03 Hiring women at secretarial level for advancement
04 Hiring men at managerial level for advancement
05 Habit of socialized male, female positions
06 People hired by like people
07 Attractive women held back
08 Women only on minor committees
09 -10 Other

2 NUMBERS-TOKENS, LACK OF INCUMBENTS, LACK OF ROLE MODELS

11 Novelty of women managers
12 Lack of women at every level of administration
13 Too few women candidates
14 Tokenism
15 Lack of women in entry level financial positions
16 -20 other

3 JOB DESIGN, EXPECTED TASKS, BEHAVIORS

21 Extra task loading of jobs for women
22 Women needing typing skills
23 Not sharing in budgeting
24 Women—fetch and get
25 Segregated out-of-office duties
26 Women delegated to low level detail work
27 Men delegate larger, far reaching work
28 -30 other

4 ACCESS TO INFORMATION

31 Denied access to information
32 Not sharing in personnel information
33 Traditional channels are male dominated
34 Restriction of information to women
35 Male restroom network
36 After-meetings of men
37 Men know of openings before women
38 Need to know golf, course is where information is exchanged
39 -40 Other

5 COMPENSATION, INCENTIVE

41 No incentive for women until full professor
42 Pay differential
43 -44 Other

6		AFFIRMATIVE ACTION, EEO COMMITMENT
	45	Women where they are not because of qualifications but because of tokenism, EEO., etc.
	46	Need for committed higher ups for affirmative action success
	47	Affirmative action helpful
	48	EEO helpful but internal barriers created by it
	49	-50 Other
7		AGE ISSUES
	51	Tenure defeats women because of younger age
	52	Women managers reach mid-career older
	53	Older generation beliefs
	54	-55 Other
8		SYSTEMS ISSUES
	56	Male-based legal and structural systems
	57	-60 Other
9		OTHER ISSUES
	61	-70 Other
2		BEHAVIORAL CONSTRAINTS LIMITING ACCESS, PERFORMANCE, AUTHORITY
1		AUTHORITY, STATUS, POWER ISSUES
	71	Reluctance of men to follow directions by women
	72	Women staffers treating female boss as one of them
	73	Women need to know political system
	74	Women must continually assert themselves to remind others of authority
	75	-80 Other
2		PERFORMANCE-COMPETENCE ISSUES
	81	Exceptional women 'only' considered
	82	Doubt in women's abilities
	83	-90 Other
3		ACCESS TO POSITIONS, ROLE
	91	Technical background required
	92	Narrow views of experience
	93	Failure to groom women for positions
	94	Requirement of scholarship
	95	Few women with experience, need more basic than men
	96	-99 Others
9		OTHER ISSUES
	100	-110 Others

		SOCIAL/INTERPERSONAL CONSTRAINTS
1		INTERACTIONS
	111	Isolation of women
	112	Unspoken questions
	113	Sports interaction of males
	114	-120 Others
2		NETWORKS AND SUPPORTS
	121	Support system from other women
	122	Old boy networks
	123	Women out of informal network
	124	Women don't help other women
	125	Lack of follow-through by women's advancement groups
	126	Women left to sink or swim on own
	127	-130 Other
9		OTHER ISSUES
	131-	150 Other
		EMPHASIS ON DUAL ROLE FACTORS
1		HOME RESPONSIBILITIES
	151	Expense for women of handling at-home job
	152	-160 Other
2		ROLE CONFLICT PROBLEMS
	161	Multiple demands of evenings with family or job
	162	Women required to do two full-time jobs (office and home).
	163	Women who want both children and career
	164	-170 Other
		ATTITUDINAL CONSTRAINTS
1		THOSE DEFINED OR IMPLIED BY RESPONDENT AS PREJUDICE OR BIAS
	201	Disdain for married women
	202	Prejudice, unconscious bias
	203	Minority bias of women
	204	Jealousy/contempt for women who now have formerly male jobs
	205	Judgement of abilities based on bias
	206	-Other
2		THOSE SPECIFIED AS MYTHS BY RESPONDENT
	211	Myth of male fiscal superiority
	212	Myth of female creativity/personnel work
	213	Women's lack of stamina myth
	214	Myth of family priority
	215	Myth women don't see job as career

216 -220 Other

3 THOSE IMPLYING PERSONAL ANXIETY/PRESSURE

221 "Feel" inferior to college grads
222 Pressure of those who are different from norm
223 -230 Others

GENERALIZED STEREOTYPES

1 STEREOTYPES CONCERNING NEGATIVE VIEWS OF WOMEN AS A GROUP (WOMEN HAVE, ARE, CAN, CAN'T...)

231 Women where they are not because of qualifications but because of tokenism, EEO, etc.
232 Women not allowed to fail
233 Women have to keep proving self to be accepted
234 Women so emotional, non-rational, indecisive
235 Women must prove effectiveness
236 Perceived physical inferiority of women
237 Women stereotypes
238 Women's loyalties thought less than men's
239 Attitudes of women's roles
240 Women's interrupted career path viewed as unprofessional
241 Women get emotionally involved in situations
242 Women's reaction to job-created stress
243 Women's reactions to men's attitudes to her
244 Harder on women than men
245 Catch 22 required
246 Feeling that women can't handle operations
247 Female lack of justice, judgment
248 Women's views thought frivolous
249 Lack of women's self confidence
250 Previous socialization as girls
251 Women must be strong, dominant, aggressive to be taken seriously
252 -260 Other

2 STEREOTYPES CONCERNING POSITIVE VIEW OF MEN AS A GROUP (MEN HAVE, CAN, DO, DON'T...)

261 Superiority concept of men
262 Male terminology in literature
263 Chauvanistic attitudes
264 Transfer of ability more clear in men
265 Uncomfortable with women managers at top
266 Male dominated culture
267 Men-public presentation
268 Higher male self-esteem
269 Men are (believed more) - (more credibility) - than women
3-4-3 3-4-2
270 Biological circumstances project male dominance
271 Don't take women seriously
272 Man the breadwinner
273 Lack of male sensitivity to female plight

	274	-280 Other
3		STEREOTYPES RELFECTING DUAL STANDARDS FOR WOMEN AND MEN
	281	Children—for men a plus, women a minus
	282	'Aggressive' seen as positive for men, negative for women
	283	Personal lives of females as part of evaluations
	284	Men are (Believed more) - (more credibility) - than women 3-4-3 3-4-2
	285	Double standard in evaluation
	286	Hesitancy of males to give honest, straight dope to female supervisors
	287	Sex differences in travel, working late
	288	Some views serious if championed by a man
	290	Women must wear uniforms, men don't
	291	-299 Other
4		STEREOTYPES REGARDING DIFFERENCES IN ABILITY BETWEEN WOMEN AND MEN
	301	Belief that women can't raise money by solicitations
	302	-310 Other
5		STEREOTYPES REGARDING SOCIAL RELATIONSHIPS BETWEEN WOMEN AND MEN
	311	Wives who look askance at female colleague for husbands
	312	Men uncomfortable around women in nonsocial contexts
	313	Social interaction of male workers wives
	314	Wives attitudes of threat to home
	315	Single women mixing with couples
	316	After-meetings of men
	317	-330 Other
9		OTHER ISSUES
	331	-350 Other
		LACK OF CONSTRAINTS
2		RESPONSE SPECIFIES NO PROBLEMS OR CONSTRAINTS
1		RESPONSE SPECIFIES NO PROBLEMS UNLESS YOU INCLUDE ATTITUDINAL BIASES
		NO RESPONSE TO QUESTION 4b (left item blank)

Question 4c: From your perspective, do women have special needs, interests or problems which affect their potential success in management?
(Please be as specific as possible in identifying such needs, interests, or problems.)

This will be a five column code per response. The first column will indicate whether the response indicated a need, problem, advantage, etc.; and whether the need, etc., was stated or implied. Columns 2 and 3 will indicate the context of the response. Columns 4 and 5 will indicate the specific response.

The responses (columns 4 and 5)are set up according to categories. This is done in order to make easier the search for the appropriate response code. Do not feel bound to these categories as you code specific responses. If your reading of the response indicates that the respondent was indicating an issue of mentor support from women, but the response was listed under the support from men and other category; code it under 04, mentor support from women.

Column 1:

0= No context
1= Don't know
2= No, there are no differences, men and women are the same
3= Refer to response to 3b
4= Need stated
5= Need implied
6- Problem stated
7= Problem implied
8= Advantage
9= No answer

Columns 2 and 3:

01	Advantages; issue stated or implied as one which gives women an advantage relative to career success
02	Home based problems or needs; issue related to way in which spouse, family or other home issues affect career
03	Training or education problems and needs
04	Mentor, support from women; issue related to need for or lack of support and guidance from women in the job
05	Support from men for or lack of support and guidance from job
06	Beliefs about women, myths; presented as myths, false beliefs, about women, the myths hindering success
07	Beliefs about women, actual; presented as characteristics which women have; "inborn differences", (for instance, person believes what are generally considered myths)
08	Socialization effects; presented as problems and characteristics which women have, and which hinder their success, that result from their socialization experiences

Question 4c (continued)

09	Non-traditional career path; issues which result from past lack of opportunity and access for women, the present transitional situation in acceptance of women, etc.
10	Stress, pressure problems
11	Self-perception, attitude of women toward themselves
12	Behaviors, handling self general; general issues of behavior traits which are problematic or helpful
13	Behaviors, handling self, job related; issues of behavior in job or career related context
14	Position, power, promotion; issues of attitude and behavior of women and others which related to power, promotion and position opportunities
15	Social behavior; informal on the job behavior, or other social behavior
16	Miscellaneous

01		ADVANTAGES Question 4c
	01	Entering management at older age gives more time and freedom for self development
	02	Experience in learning
	03	Flexibility
	04	Innovative
	05	Open, empathetic, has learned consent
	06	Perspective (from cultural conditioning as a woman)
	07	Sense of humor
02		HOME BASED PROBLEMS AND NEEDS
	08	Conflicting, difficult choices, priorities
	09	Day care, need more accredited facilities
	10	Encouragement, support from family
	11	Flexibility in time committment and work style, more part-time employment opportunities
	12	Multiple role probelms, family responsibilities restrain geographic mobility
	13	Multiple role problems, time constraints of homemaking and child-rearing duties; need 50-50 marriage to share children and/or homemaking responsibilities, need wife.
	14	Pregnancy
	15	Single parent problems
	16	Two career family; subordinate career to husband's ; geographically limits mobility, etc.
03		TRAINING AND EDUCATION PROBLEMS AND NEEDS
	17	Training, education, skills acquisition (general)
	18	Assertiveness
	19	Business background
	20	Communication skills
	21	Diplomacy for aggression
	22	Management skills
	23	Survival skills
	24	Time management skills
	25	Training to understand corporate games
04		MENTOR SUPPORT FROM WOMEN (PROBLEMS AND NEEDS)
	26	Mentor system
	27	Resist suggestions to parallel "old boy system"
	28	Role models (need or lack of), only success models are male; no tradition of women's experiences, number of women in admin., mang't.
	29	Support group, need parallel to "old boy" system; few women so little information sharing, need to talk to other women, need encouragement, reassurance
	30	Women make it harder for other women
05		SUPPORT FROM MEN AND/OR OTHERS IN GENERAL
	31	Acceptance, respect, unbiased colleagues; recognition as capable and equal; (men react to women with roadblocks).
	32	Assistance in early goal clarification
	33	Encouragement, reassurance
	34	Overcome ill will caused by predecessors, "purty predecessor"

06		BELIEFS ABOUT WOMEN (PRESENTED AS MYTHS)
	36	Emotional more than logical, use tears rather than curses
	37	Inferiority of ideas, faculty reasoning
	38	Menstrual myths
	39	Sex role stereotyping problems, attitudes of prejudice against women
	40	Single women need less money
08		SOCIALIZATION EFFECTS
	41	Administration is mans work, don't desire administrative careers
	42	Budgetary, math, finance abilities
	43	Dress style
	44	Female status: trade on to gain opportunities, use sex deliberately
	45	Give in to men in order to advance, some women "cop-out"
	46	Interests related to gender role, perspectives different due to cultural conditioning
	47	Role perception
	48	Work climate, more concerned with
09		NON-TRADITIONAL CAREER PATH PROBLEMS (NO HISTORY OF WOMEN IN ADMINISTRATION
	49	More advanced age when entering mid-management
	50	Transitional generation problems
	51	Visibility of women in admn./mng't.
10		STRESS—PRESSURE PROBLEMS
	52	Pressure to succeed, to demonstrate outstanding success double standards, pressure to increase visibility
	53	Stress-general
	54	Stress of being token woman
11		SELF PERCEPTION—ATTITUDES TOWARD SELF
	55	Introspection
	56	Psychological perspectives
	57	Self-centered
	58	Self image, self esteem, self-perception, self confidence
12		BEHAVIORS, HANDLING-SELF GENERAL
	59	Assertiveness
	60	Antagonism, impatience (control)
	61	Defensive, about being a woman, "chip on shoulder"
	62	Disagree without being disagreeable
	63	Flexibility
	64	Forget you are different
	65	Objective, few (be more)
	66	Passiveness
	67	Recognize that not all women can succeed
	68	Trivia, (avoid)
	69	Understand, handle negative attitudes toward women

13		BEHAVIORS, HANDLING SELF, JOB RELATED
	70	Develop comfortable, natural administrative style
	71	Goals not far-reaching, administration is goal in itself, faculty status is epitomy of career
	72	Learn to be business like, forget you're a woman; just be a manager
	73	Need to deomonstrate strong institutional committment, invest in institutional goals
	74	Think of position as career, not job
14		POSITION, POWER, PROMOTION
	75	Authority commensurate with position
	76	Declare goals, interest in management, desire and drive to enter management, aware of importance of goal setting
	77	Double standard of behavior, and expectations for promotions
	78	Institution resistance to change in position of women
	79	Lack of opportunity for advancement
	80	Learn to evaluate opportunities (for advancement, power, etc.)
	81	Know and understand corporate games, political strategy
	82	Men promote their men
	83	Need access to reasons for lack of advancement
	84	Need to be treated as other managers and executives, compete as equals
	85	Positions that are empowering
15		INFORMAL, ON THE JOB BEHAVIOR OR OTHER SOCIAL
	86	Exclusion from informal information network
	87	Demand consideration in personal lives
	88	Deter wolves, undesired sexual attention
	89	Male oriented culture, subculture language, lack of familiarity comfort in male dominated peer groups, access to informal socializing
	90	Men have trouble dealing with women
	91	Need human relationships, sense of loneliness
	92	Not vocal with men
	93	Personal lives, demand consideration
	94	Problems, such as picking up dinner check
	95	Single woman socializing
16		MISCELLANEOUS
	96	Human integrity price
	97	Authority is both earned and delegated

REPORT TWO:

ANALYSIS OF SURVEY DATA (n=197)

The particular significance of this data, as compared to that collected by many other projects and surveys, is that the open-ended questions required responses which were completely self-generated by each respondent. This means that each respondent listed only items of particular personal importance rather than ranking items pre-defined by the researcher as being most worthy of study.

It is evident that the research strength associated with an open ended format for self-generated responses also causes problems for the investigator in the analysis of the sata generated. In spite of these problems, however, several observations worthy of further study can be made even from the initial classifications and tabulations. A copy of the complete questionnaire can be found earlier in Section II of this report.

Sub-Groups for Analysis

In completing some initial cross tab analysis, the following three groupings were used:

GROUP ONE:	Those who perceived themselves as mid-career women administrators—thereby being members of the population being described. (n=54)
GROUP TWO:	Those men who perceived themselves as mid or late career administrators and therefore would be assumed to be in a policy or decision making position relative to management in general and women's roles in particular. (n=56)
GROUP THREE:	Other respondents who do not fall in either of the two groups above; for example, (a) part-time administrators, both men and women, who spend less than 50% of their time fulfilling managerial responsibility; (b) both men and women who perceive themselves in the early state of their administrative career; and (c) women who define themselves as being in their late administrative careers (n=85) Two persons did not indicate their gender category and therefore are not included in the demographic data.

Most but not all persons responded to each question. Of those responding, the following percentages are summarized from the self-reported information. Again only the largest group or groups for each category are summarized here. Full information is shown on the printouts appended as supporting figures.

Demographic Data By Sub-Groups

	Group 1: Mid-Career Women	Group 2: Mid-Late Career Men	Group 3: Others
Gender	100% Women	100% Men	85% Women
Age	41% (40-49)	52% (40-49)	37% (30-39)
Years of experience in administration:	54% (5-10 yrs.) 68% (0-10 yrs.)	46% (11-15 yrs.) 59% (11-20 yrs.)	31% (0-4 yrs.) 60% (0-9 yrs.)
Type of organization:	72% Ed.	75% Ed.	62% Ed.
Member of a Dual Career Household:	52% yes	46% yes	45% yes
If "yes" to dual career household, are there dependent children:	52%	81%	43%
Single with one or more dependent children	17%	7%	10%
Have sole responsibility for a household:	44%	11%	41%
Believe women have equal opportunity to obtain and succeed in managerial positions:	20%	36%	14%

QUESTION 1: Think in terms of "effectiveness" as it pertains to your organization. What are those special skills and abilities that distinguish the most effective administrator/manager from less effective administrator/managers in your organization?

Of the skills and abilities most associated with effective administrators all three groups of respondents put interpersonal behaviors and decision making/leadership as their first of second category of response. Interpersonal behaviors included such items as assessing and using the talents and skills of others, delegating a balance of authority and responsibility, understanding human behavior, and working well as a team member.

The decision making/leadership category included such responses as problem solving, being able to take decisive action, to plan, anticipate, and set priorities, to see alternatives and perceive tasks to be done, and to manage time well. Other categories that received considerable attention were those related to being able to conceptualize, of having an overall organizational perspective and of being able to understand the "political" systems of organizational life. Having an adequate level of knowledge, expertise and experience was often stated as an obvious prerequisite to every other consideration for effectiveness.

See Exhibit One for more detailed data.

QUESTION 2: At different stages in your career you may have experienced special needs, interests and problems. In your opinion, what do mid-career administrators face which may not be faced by persons who are just entering their administrative career or who are preparing to retire?

More than one forth of all responses, both by number of comments and percentage of respondents concentrated on the area of behavior judged or perceived in negative ways. In a more positive perspective, the need to keep vital and renewed received the second highest percent of responses and the need to establish long term career goals was the third largest area of response.

Negatively valued behaviors were described by a great number of personal comments, many having to do with fears, doubts, risks, feelings of entrapment, decline, wearing out and plateauing too soon. Other items causing negative comments related to the situations in which mid-career administrators found themselves, such as limited job growth opportunities, persistence of stereotypes and inflationary trends as reflected in salary differentials.

See Exhibit 2 for more detailed data.

QUESTION 3A: As a person in management you must work within organizational rules, procedures, policies and traditions. These organizational factors may affect c career development in either positive or negative ways.
(a) What rules, policies, procedures or traditions are helpful to mid-career persons?

Five areas are worthy of note. (1) The area judged to be most helpful to the overall group was that which included specific programs which were provided as evidence of organizational support. These support programs ranged from early management identification, specialized training, ad hoc assignments and job rotations to money for professional travel professional memberships, and opportunities for external visibility.

Other types of organizational support also ranking high were: (2) the manner in which policies and rules were administrated, interpreted and implemented; (3) particular policy positions which supported the special needs and concerns of middle management personnel; (4) the components of the reward system from commendations and perks to merit and performance related compensations and (5) climate factors supportive of mid-career development including expectations for success, openness to change, and access to processes, meetings role models, and networks.

It is interesting to note that percentage of responses of the group as a whole were in the order above, and so were those of the subgroups 2, the mid and late career men in administration. However, the order was different for the other two subgroups, although not enough so to change that order for the group as a whole.

Subgroup 1, the mid-career women administrators listed the interpretation and administration of policy most often, programs and training second, supportive policies third, then supportive climate and rewards. Subgroup 3 recorded still a different order for their top five categories as follows: (1) programs and training; (2) supportive policies; (3) and (4) with equal responses, interpretation of policy and supportive climate; and (5) rewards.

See Exhibit 3 for more detailed data.

QUESTION 3b: As a person in management you must work within organizational rules, procedures, policies and traditions. These organizational factors may affect career development in either positive or negative ways.

b. What rules, policies, procedures or traditions limit the career development of the mid-career manager?

There were only 147 valid responses to this question as a number of respondents just noted a phrase such as "the opposite of 3a", while others omitted all comment.

Within the total group of 147 responses, three areas were identified most limiting: (1) the policies, procedures, rules and regulations themselves; (2) the structure of positions and related reward systems; and (3) equity issues related to gender, race, age and interrupted work histories.

Within the three subgroups there were some differences in frequencies of comments causing a variation in sequence as well as an added area of concern as noted by Group 1. The subgroups ordered their perceptions as most limiting factors as follows:

GROUP ONE: Mid-career women administrators
-the actual policies, procedures, rules and regulations
-the structure of positions and reward systems
-the decision/communication and climate issues
-the equity and work history issues

GROUP TWO: Mid and late career men administrators
Only two limiting areas were noted by enough men to bear note at this point:
-the actual policies, procedures, rules and regulations
-the structure of positions and reward systems

GROUPS THREE: Others
-equity and work history was noted by over one-half of this group
-the policies and the structures were mentioned as the second and third most frequent limitations for these other persons.

Eight percent of those responding stated they knew of no limitations affecting the career development of the mid-career manager.

Se Exhibit 4 for more detailed data.

QUESTION 4a: Legally, gender can no longer affect career opportunities for women.
a. Do you believe women now have equal opportunity to obtain, and succeed in managerial positions?
Yes________ No_________

One might assume that respondents would indicate a yes or no answer to this direct question, however, many took the opportunity to comment more fully. There were eight missing responses.

As might have been anticipated very different perspectives were shown among the three subgroups, as follows:

GROUP ONE: Mid-career women administrators
-63% responded "no", another 9% responded with comments similar to "no, but better now" while only 20% said "Yes" with the remaining commenting with such phrases as "yes, legally," both "yes and no", "mostly yes-but" and "don't know but hope so."

GROUP TWO: Mid and late career men administrators
-46% said "yes", with another 9% adding the "yes but" variations noted above
-39% said "no", with another 5% adding "no, but better now."

GROUP THREE: Others

-64% said "no", with 6% "no, but better now."
-14% said "yes" with the variations making up the remainder of this subgroup

See Exhibit 5 for detailed data.

QUESTION 4b: Legally, gender can no longer affect career opportunities for women.

b. Do you know of any organizational constraints, either open or hidden, which can or do uniquely affect women in management positions, as compared to men in similar positions? If so, what are these constraints?

There was much difference of opinion shown by the 150 members of the three subgroups who responded to this question.

Prejudice and bias in attitudes was seen as most frequent by the total group, by the men in subgroup 2 as well as the mid-career women in subgroup 1. However, sugroup 3, others, responded with other priorities making prejudice third in importance for them.

Stereotypes negative to women ranked first with subgroup 3, but was not in the "top three" categories of the mid and late career subgroups 1 and 2.

Both subgroups 1 and 3 considered the need for network supports as second in importance, and the mid-career women, subgroup 1, noted stereotypes related to dual standards as their third limiting areas.

The responses to this open ended question were so widespread that categorization was extremely difficult, however, other areas of importance to some mid-career women were social and work relationships, role conflicts, lack of opportunity, balance of authority and power, and stereotypes that were negative to women and positive to men.

See exhibit 6 for more detailed data.

QUESTION 4c: Legally, gender can no longer affect career opportunites for women.

c. From your perspective, do women have special needs, interests or problems which affect their potential success in management?

(Question 4c: continued)
(Please be as specific as possible in identifying such needs, interests, or problems).

All but ten persons were willing to respond to this question, therefore the following comments are based on 187 respondents.

Over one half of the persons in all three groups mentioned some form of mentorship, sponsorship or peer support, while one third or more also mentioned socialization and non-traditional occupational issues relating to women in administration, home and family related problems for women, and general behavior issues relating to assertiveness, defensiveness, flexibility and personal style. Over one third of the mid-career women also mentioned issues related to stress and self-concept.
See exhibit 7 for more detailed data.

```
QUESTION 1 JOAN                                                    80/05/29.    13.25.01.

FILE    MQIJC     (CREATION DATE =  80/05/28.)

GROUP CODES       CODED VALUES FOR RESPONSES

                                                          PCT OF    PCT OF
CATEGORY LABEL                          CODE    COUNT   RESPONSES   CASES

PHYSICAL CHAR                              1       34        3.4      17.4

SELF ORIENTATION                           2       24        2.4      12.3

TASK CHARACTERISTICS                       3       21        2.1      10.8

SUPPORTING CHAR                            4       48        4.8      24.6

PERSONALITY CHAR                           5       35        3.5      17.9

DEC MKG LDRSHIP                            6      311       31.3     159.5

INTERPERS BEHAVIOR                         7      330       33.2     169.2

THINKING SKILLS                            8       69        6.9      35.4

TRAINING SKILLS                            9       38        3.8      19.5

ORGANIZN REL BEHAVIC                      10       73        7.3      37.4

UNCLASSIFIED                              11        6         .6       3.1

NO RESPONSE                               12        5         .5       2.6
                                                -------    -----     -----
                      TOTAL RESPONSES              994      100.0     509.7

      2 MISSING CASES     195 VALID CASES
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Exhibit 1-a

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STION 1 JOAN                                                   80/05/29.     13.25.01.  QUESTION 1 JOAN

  MO1JC    (CREATION DATE =  80/05/28.)                                                 FILE   MO1JC    (CREATION DATE =  80/05/28.)

* * * * * * * * * * C R O S S T A B U L A T I O N * * * * * * * * * * *                  * * * * * * * * * * * C R O S S T A B U L A
STATUS                                                                                     STATUS
CODES     (GROUP) CODED VALUES FOR RESPONSES                                            BY CODES     (GROUP) CODED VALUES FOR RESPONSES
* * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE   1 OF   2                    * * * * * * * * * * * * * * * * * * * * * *

                 CODES                                                                                               CODES

         COUNT  IPHYSICAL SELF ORI TASK CHA SUPPORTI PERSONAL DEC MKG  INTERPER THINKING TRANING ORGANIZN UNCLASSI NO RESPO
        ROW PCT I CHAR    ENTATION RACTERIS NG CHAR  ITY CHAR LDRSHIP  S BEHAVI  SKILLS   SKILLS   REL BEH FIED     NSE         ROW
        COL PCT I                  TICS                                OR                          AVIO                         TOTAL
        TAB PCT I      1  I      2 I      3 I      4 I      5 I      6 I      7 I      8 I      9 I     10 I     11 I     12 I
IUS     --------I---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              0 I    11   I     11 I      8 I     20 I     15 I    108 I    131 I     32 I     20 I     37 I      2 I      5 I     85
LL OTHERS       I  12.9   I   12.9 I    9.4 I   23.5 I   17.6 I  127.1 I  154.1 I   37.6 I   23.5 I   43.5 I    2.4 I    5.9 I   43.6
                I  32.4   I   45.8 I   38.1 I   41.7 I   42.9 I   34.7 I   39.7 I   46.4 I   52.6 I   50.7 I   33.3 I  100.0 I
                I   5.6   I    5.6 I    4.1 I   10.3 I    7.7 I   55.4 I   67.2 I   16.4 I   10.3 I   19.0 I    1.0 I    2.6 I
                I---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              1 I     9   I      4 I      7 I     12 I      9 I     92 I    108 I     15 I     13 I     18 I      3 I      0 I     54
IDCAREER WOMEN ADM I  16.7 I  7.4 I   13.0 I   22.2 I   16.7 I  170.4 I  200.0 I   27.8 I   24.1 I   33.3 I    5.6 I      0 I   27.7
                I  26.5   I   16.7 I   33.3 I   25.0 I   25.7 I   29.6 I   32.7 I   21.7 I   34.2 I   24.7 I   50.0 I      0 I
                I   4.6   I    2.1 I    3.6 I    6.2 I    4.6 I   47.2 I   55.4 I    7.7 I    6.7 I    9.2 I    1.5 I      0 I
                I---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              2 I    14   I      9 I      6 I     16 I     11 I    111 I     91 I     22 I      5 I     18 I      1 I      0 I     56
ID-LATE MEN ADM I  25.0   I   16.1 I   10.7 I   28.6 I   19.6 I  198.2 I  162.5 I   39.3 I    8.9 I   32.1 I    1.8 I      0 I   28.7
                I  41.2   I   37.5 I   28.6 I   33.3 I   31.4 I   35.7 I   27.6 I   31.9 I   13.2 I   24.7 I   16.7 I      0 I
                I   7.2   I    4.6 I    3.1 I    8.2 I    5.6 I   56.9 I   46.7 I   11.3 I    2.6 I    9.2 I     .5 I      0 I
                I---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      34        24       21       48       35      311      330       69       38       73        6        5     195
          TOTAL    17.4      12.3     10.8     24.6     17.9    159.5    169.2     35.4     19.5     37.4      3.1      2.6   100.0

CENTS AND TOTALS BASED ON RESPONDENTS                                                   PERCENTS AND TOTALS BASED ON RESPONDENTS

NTINUED)                                                                                   195 VALID CASES            2 MISSING CASES
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Exhibit 1-b

Question 2

```
                                                    8
*  80/05/28.)
)R RESPONSES

                                  PCT OF   PCT OF
                CODE    COUNT  RESPONSES   CASES

                   1       69       13.1     35.6

                   2       87       16.5     44.8

                   3       34        6.5     17.5

                   4        3         .6      1.5

                   5       41        7.8     21.1

                   6       34        6.5     17.5

                   7        3         .6      1.5

                   8       31        5.9     16.0

                   9      146       27.7     75.3

                  10       27        5.1     13.9

                  11        5         .9      2.6

                  12       24        4.6     12.4

                  13       23        4.4     11.9
                        -------    -----    -----
TOTAL RESPONSES           527      100.0    271.6

194 VALID CASES
```

Exhibit 2-a

```
HQ2JC     (CREATICN DATE =  80/05/28.)                               FILE   HQ2JC    (CREATICN DATE = 
 * * * * * * * *  C R C S S T A B U L A T I O N * * * * * * * * * * * *       * * * * * * * * * * * *  C R C S S T A B U L A T
US                                                                             STATUS
S    (GROUP) CODED VALUES FOR RESPONSES                                     BY CODES    (GROUP) CODED VALUES FOR RESPONSES
 * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE   1 OF   2       * * * * * * * * * * * * * * * * * * * * * * * * * *

             CODES                                                                            CODES

       COUNT  IESTAB CA KEEP VIT BE CREAT CVERBURD MISC      BEHAVIOR BALANCIN POS VALU NEG VALU NEUTRAL  OPPTNYS ILIMITS I MISC OR
     ROW PCT  IREER GOA AL RENEW IVE INIT EN SELF             OF OTHE G DEMAND ES       ES                 CHALLENGINEQLITIE NOT USEF   ROW
     COL PCT  ILS +     ED +     IATE     NEG                RS       S                                    ES +     IS NG    UL         TOTAL
     TAB PCT I       1 I       2 I       3 I       4 I       5 I       6 I       7 I       8 I       9 I      10 I      11 I      12 I      13 I
     --------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
           0 I      34 I      37 I      15 I       1 I      17 I      12 I       1 I       8 I      60 I      10 I       2 I      15 I      17 I     8
THERS        I    40.5 I    44.0 I    17.9 I     1.2 I    20.2 I    14.3 I     1.2 I     9.5 I    71.4 I    11.9 I     2.4 I    17.9 I    20.2 I   43.
             I    45.3 I    42.5 I    44.1 I    33.3 I    41.5 I    35.3 I    33.3 I    25.8 I    41.1 I    37.0 I    40.0 I    62.5 I    73.9 I
             I    17.5 I    19.1 I     7.7 I      .5 I     8.8 I     6.2 I      .5 I     4.1 I    30.9 I     5.2 I     1.0 I     7.7 I     8.8 I
             I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
           1 I      15 I      26 I       7 I       2 I      12 I      13 I       1 I      11 I      32 I      11 I       2 I       7 I       2 I     5
REER WOMEN ADM I  27.8 I    48.1 I    13.0 I     3.7 I    22.2 I    24.1 I     1.9 I    20.4 I    59.3 I    20.4 I     3.7 I    13.0 I     3.7 I   27.
             I    21.7 I    29.9 I    20.6 I    66.7 I    29.3 I    38.2 I    33.3 I    35.5 I    21.9 I    40.7 I    40.0 I    29.2 I     8.7 I
             I     7.7 I    13.4 I     3.6 I     1.0 I     6.2 I     6.7 I      .5 I     5.7 I    16.5 I     5.7 I     1.0 I     3.6 I     1.0 I
             I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
           2 I      20 I      24 I      12 I       0 I      12 I       9 I       1 I      12 I      54 I       6 I       1 I       2 I       4 I     5
ATE MEN ADM  I    35.7 I    42.9 I    21.4 I       0 I    21.4 I    16.1 I     1.8 I    21.4 I    96.4 I    10.7 I     1.8 I     3.6 I     7.1 I   28.
             I    29.0 I    27.6 I    35.3 I       0 I    29.3 I    26.5 I    33.3 I    38.7 I    37.0 I    22.2 I    20.0 I     8.3 I    17.4 I
             I    10.3 I    12.4 I     6.2 I       0 I     6.2 I     4.6 I      .5 I     6.2 I    27.8 I     3.1 I      .5 I     1.0 I     2.1 I
             I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
      COLUMN        69        87        34         3        41        34         3        31       146        27         5        24        23      19
       TOTAL      35.6      44.8      17.5       1.5      21.1      17.5       1.5      16.0      75.3      13.9       2.6      12.4      11.9     100.

S AND TOTALS BASED ON RESPONDENTS                                         PERCENTS AND TOTALS BASED ON RESPONDENTS

UED)                                                                          194 VALID CASES              3 MISSING CASES
```

Exhibit 2-b

P3

```
QUESTION 3A JOAN                                                        80/05/29.    13.26.44.

FILE    MQ3AJO    (CREATION DATE =  80/05/28.)

GROUP CODES      CODED VALUES FOR RESPONSES

                                                         PCT OF   PCT OF
CATEGORY LABEL                            CODE    COUNT  RESPONSES  CASES

ACCESS INFORMATION                           1       18      4.6      9.3

ADMIN INTERP POLICY                          2       68     17.5     35.1

CLIMATE SUPPORTIVE                           3       38      9.8     19.6

EQUITY SUPPORTIVE                            4       15      3.9      7.7

POLICY GUIDES SUPPOR                         5       60     15.5     30.9

PROGS TRNG SUPPORT                           6      106     27.3     54.6

REWARDS                                      7       39     10.1     20.1

UNCLASSIFIED                                 8        3       .8      1.5

NO RESPONSE                                  9       41     10.6     21.1
                                                -------    -----    -----
                             TOTAL RESPONSES        388    100.0    200.0
```

29

Exhibit 3-a

```
QUESTION 3A JOAN                                                   80/05/29.    13.26.44.    PAGE   4

FILE    MQ3AJO   (CREATION DATE =  80/05/28.)

* * * * * * * * * * * * *  C R O S S T A B U L A T I O N * * * * * * * * * * * * *
   STATUS
BY CODES     (GROUP) CODED VALUES FOR RESPONSES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE   1 OF   1

                     CODES

               COUNT  IACCESS I ADMIN IN CLIMATE  EQUITY S POLICY G PROGS IR REWARDS  UNCLASSI NO RESPO
              ROW PCT INFORMATI TERP POL SUPPORTI UPPORTIV UIDES SU NG SUPPO          FIED     NSE        ROW
              COL PCT ION       ICY      VE       E        PPOR     RT                                    TOTAL
              TAB PCT I      1 I      2 I      3 I      4 I      5 I      6 I      7 I      8 I      9 I
STATUS        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                    0 I      2 I     18 I     18 I     .7 I     21 I     40 I     16 I      1 I     24 I     84
  ALL OTHERS          I    2.4 I   21.4 I   21.4 I    8.3 I   25.0 I   47.6 I   19.0 I    1.2 I   28.6 I   43.3
                      I   11.1 I   26.5 I   47.4 I   46.7 I   35.0 I   37.7 I   41.0 I   33.3 I   58.5 I
                      I    1.0 I    9.3 I    9.3 I    3.6 I   10.8 I   20.6 I    8.2 I     .5 I   12.4 I
                      I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                    1 I      8 I     24 I     11 I      5 I     20 I     21 I      9 I      2 I     10 I     54
  MIDCAREER WOMEN ADM I   14.8 I   44.4 I   20.4 I    9.3 I   37.0 I   38.9 I   16.7 I    3.7 I   18.5 I   27.8
                      I   44.4 I   35.3 I   28.9 I   33.3 I   33.3 I   19.8 I   23.1 I   66.7 I   24.4 I
                      I    4.1 I   12.4 I    5.7 I    2.6 I   10.3 I   10.8 I    4.6 I    1.0 I    5.2 I
                      I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                    2 I      8 I     26 I      9 I      3 I     19 I     45 I     14 I      0 I      7 I     56
  MID-LATE MEN ADM    I   14.3 I   46.4 I   16.1 I    5.4 I   33.9 I   80.4 I   25.0 I      0 I   12.5 I   28.9
                      I   44.4 I   38.2 I   23.7 I   20.0 I   31.7 I   42.5 I   35.9 I      0 I   17.1 I
                      I    4.1 I   13.4 I    4.6 I    1.5 I    9.8 I   23.2 I    7.2 I      0 I    3.6 I
                      I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               COLUMN       18       68       38       15       60      106       39        3       41     194
                TOTAL      9.3     35.1     19.6      7.7     30.9     54.6     20.1      1.5     21.1   100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

    194 VALID CASES              3 MISSING CASES
```

Exhibit 3-b

P9.3.

```
QUESTION 38 JANET                                                    80/05/29.    13.29.24.

FILE    MO38JAN   (CREATION DATE =  80/05/28.)

GROUP CODES      CODED VALUES FOR RESPONSES

                                                     PCT OF   PCT OF
CATEGORY LABEL                         CODE   COUNT  RESPONSES  CASES

ATTITUDES VALUES                          1      20      7.0     13.6

EQUITY WORK HISTORY                       2      50     17.5     34.0

COMM DECISN CLIMATE                       3      24      8.4     16.3

AUTHORITY SUPERVISN                       4      14      4.9      9.5

POLICY REGS PROCEDS                       5      85     29.8     57.8

POSITIONS REWARDS                         6      60     21.1     40.8

TRAINING TRAVEL                           7      19      6.7     12.9

NO LIMITATIONS                            8      13      4.6      8.8
                                               -------  -----    -----
                          TOTAL RESPONSES       285    100.0    193.9

    50 MISSING CASES        147 VALID CASES
```

31

Exhibit 4-a

pg 4

```
QUESTION 38 JANET                                                                        80/05/29.    13.29.24.

FILE    HQ38JAN   (CREATION DATE =  80/05/28.)

* * * * * * * * * * * * *  C R O S S T A B U L A T I O N * * * * * * * * * * * * *
   STATUS
BY CODES      (GROUP) CODED VALUES FOR RESPONSES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE   1 OF   1

                       CODES

               COUNT   IATTITUDE EQUITY W COMM DEC AUTHORIT POLICY R POSITION TRAINING NO LIMIT
               ROW PCT IS VALUES ORK HIST ISN CLIM Y SUPERV EGS PROC S REWARD  TRAVEL  ATIONS        ROW
               COL PCT I         ORY      ATE      ISN      EDS      S                            TOTAL
               TAB PCT I     1  I     2  I     3  I     4  I     5  I     6  I     7  I     8  I
STATUS         --------I--------I--------I--------I--------I--------I--------I--------I--------I
                     0 I     7  I    33  I     7  I     6  I    22  I    22  I    10  I     2  I      59
  ALL OTHERS           I  11.9  I  55.9  I  11.9  I  10.2  I  37.3  I  37.3  I  16.9  I   3.4  I    40.1
                       I  35.0  I  66.0  I  29.2  I  42.9  I  25.9  I  36.7  I  52.6  I  15.4  I
                       I   4.8  I  22.4  I   4.8  I   4.1  I  15.0  I  15.0  I   6.8  I   1.4  I
                       I--------I--------I--------I--------I--------I--------I--------I--------I
                     1 I     8  I    10  I    11  I     5  I    35  I    17  I     6  I     6  I      45
  MIDCAREER WOMEN ADM  I  17.8  I  22.2  I  24.4  I  11.1  I  77.8  I  37.8  I  13.3  I  13.3  I    30.6
                       I  40.0  I  20.0  I  45.8  I  35.7  I  41.2  I  28.3  I  31.6  I  46.2  I
                       I   5.4  I   6.8  I   7.5  I   3.4  I  23.8  I  11.6  I   4.1  I   4.1  I
                       I--------I--------I--------I--------I--------I--------I--------I--------I
                     2 I     5  I     7  I     6  I     3  I    28  I    21  I     3  I     5  I      43
  MID-LATE MEN ADM     I  11.6  I  16.3  I  14.0  I   7.0  I  65.1  I  48.8  I   7.0  I  11.6  I    29.3
                       I  25.0  I  14.0  I  25.0  I  21.4  I  32.9  I  35.0  I  15.8  I  38.5  I
                       I   3.4  I   4.8  I   4.1  I   2.0  I  19.0  I  14.3  I   2.0  I   3.4  I
                       I--------I--------I--------I--------I--------I--------I--------I--------I
                COLUMN      20       50       24       14       85       60       19       13       147
                 TOTAL    13.6     34.0     16.3      9.5     57.8     40.8     12.9      8.8     100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

    147 VALID CASES          50 MISSING CASES
```

Exhibit 4-b

```
Q4A     DO WOMEN HAVE EQUAL OPPORTUNITY FOR MGT

                                                RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE      FREQ       FREQ       FREQ
CATEGORY LABEL              CODE      FREQ       (PCT)      (PCT)      (PCT)

NO                            0.       110        55.8       56.4       56.4

YES                           1.        49        24.9       25.1       81.5

YES, LEGALLY                  4.         4         2.0        2.1       83.6

NO,BUT BETTER NOW             5.        13         6.6        6.7       90.3

BOTH YES AND NO               6.         8         4.1        4.1       94.4

MOSTLY YES,BUT...             7.         4         2.0        2.1       96.4

DONT KNOW,HOPE SO             8.         1          .5         .5       96.9

NO RESPONSE                   9.         6         3.0        3.1      100.0

                           BLANK         2         1.0     MISSING
                                    ------      ------     ------
                           TOTAL       197       100.0      100.0

VALID CASES      195        MISSING CASES       2
```

Exhibit 5-a

p.11

```
QUESTION 1 JOAN                                                                        80/05/29.    13.25.01.      PAG
FILE    MOIJC     (CREATION DATE =  80/05/28.)
* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F * * * * * * * * * * * * * * * * *
   STATUS                                                   BY  O4A      DO WOMEN HAVE EQUAL OPPORTUNITY I
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE

                 O4A
         COUNT  I
        ROW PCT INO       YES       YES, LEG NO,BUT B BOTH YES MOSTLY Y DONT KNO NO RESPO   ROW
        COL PCT I                   ALLY     ETTER NO AND NO   ES,BUT.. W,HOPE S NSE        TOTAL
        TOT PCT I       0I       1.I       4.I       5.I       6.I       7.I       8.I       9.I
STATUS  --------I--------I--------I--------I--------I--------I--------I--------I--------I
            0   I    54  I    12  I     3  I     5  I     4  I     2  I     0  I     5  I    85
  ALL OTHERS    I  63.5  I  14.1  I   3.5  I   5.9  I   4.7  I   2.4  I     0  I   5.9  I  43.6
                I  49.1  I  24.5  I  75.0  I  38.5  I  50.0  I  50.0  I     0  I  83.3  I
                I  27.7  I   6.2  I   1.5  I   2.6  I   2.1  I   1.0  I     0  I   2.6  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            1.  I    34  I    11  I     1  I     5  I     1  I     1  I     0  I     1  I    54
 MIDCAREER WOMEN I  63.0  I  20.4  I   1.9  I   9.3  I   1.9  I   1.9  I     0  I   1.9  I  27.7
                I  30.9  I  22.4  I  25.0  I  38.5  I  12.5  I  25.0  I     0  I  16.7  I
                I  17.4  I   5.6  I    .5  I   2.6  I    .5  I    .5  I     0  I    .5  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            2.  I    22  I    26  I     0  I     3  I     3  I     1  I     1  I     0  I    56
 MID-LATE MEN ADM I  39.3  I  46.4  I     0  I   5.4  I   5.4  I   1.8  I   1.8  I     0  I  28.7
                I  20.0  I  53.1  I     0  I  23.1  I  37.5  I  25.0  I 100.0  I     0  I
                I  11.3  I  13.3  I     0  I   1.5  I   1.5  I    .5  I    .5  I     0  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN     110       49         4        13         8         4         1         6      195
          TOTAL    56.4     25.1       2.1       6.7       4.1       2.1        .5       3.1    100.0

NUMBER OF MISSING OBSERVATIONS =      2
```

24

Exhibit 5-b

```
QUESTION NO JOAN

FILE   M04UJO   (CREATION DATE =  80/06/19.)

GROUP CODES     CODED VALUES FOR RESPONSES

                                                         PCT OF    PCT OF
CATEGORY LABEL                             CODE   COUNT  RESPONSES  CASES

JOB OPPORTUNITY                     1-1-1    1      26      6.0     13.3

NUMBERS TOKENS ROLES                         2      23      5.3     11.8

JOB DESIGN                                   3      10      2.3      5.1

ACCESS TO INFO                               4       9      2.1      4.6

COMPNSATN INCENTVS                           5       3       .7      1.5

AA  EEO COMMITMNT                            6       9      2.1      4.6

AGE ISSUES                                   7       5      1.2      2.6

MALE SYSTM AND OTHER                         8       2       .5      1.0

AUTHORITY POWER                     1-1-1    9      23      5.3     11.8

COMPETENCE                              2   10       9      2.1      4.6

ACCESS POSITION ROLE                    3   11      20      4.6     10.3

SOCIAL WORK RELATNS                 2-1-1   12      13      3.0      6.7

NETWORK SUPPORTS                        2   13      43     10.0     22.1

ROLE CONFLICT PROBS                         15      18      4.2      9.2

PREJUDICE BIAS ATTD                         16      56     13.0     28.7

MYTHS                                 3-2   17       5      1.2      2.6

ANXIETY PRESSURE                      3-3   18       2       .5      1.0

STEREOS NEG WOMEN                   3-4-1   19      46     10.7     23.6

STEREOS POS MEN                         2   20      27      6.3     13.8

STEREOS DUAL STANDS                     3   21      28      6.5     14.4

STEREOS SOCIAL RELAT                    5   22       9      2.1      4.6

NO RESPONSE                                 23      45     10.4     23.1
                                                 -------   -----    -----
                              TOTAL RESPONSES       431    100.0    221.0
```

Exhibit 6-a

```
QUESTION 4B JOAN                                              80/06/10.    13.30.47.     PAGE    4

FILE   MO4UJO    (CREATION DATE =  80/06/10.)

* * * * * * * * * * * *  C R O S S T A B U L A T I O N  * * * * * * * * * * * * *
   STATUS
BY CODES       (GROUP) CODED VALUES FOR RESPONSES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE   1 OF   2

                      CODES

                  COUNT   IJOB OPPO NUMBERS  JOB DESI ACCESS T COMPNSAT AA   EEO  AGE ISSU MALE SYS AUTHORIT COMPETEN ACCESS P
                ROW PCT IRTUNITY  TOKENS R GN        O INFO   N INCENT COMMITMN ES        TM AND O Y POWER  CE       OSITION      ROW

                COL PCT I          OLES                       VS       T                     THER                      ROLE      TOTAL
                TAB PCT I      1  I      2  I      3  I      4  I      5  I      6  I      7  I      8  I      9  I     10  I     11  I
STATUS          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                     0  I     15  I     14  I      4  I      3  I      1  I      4  I      3  I      1  I     11  I      6  I     11  I     85
  ALL OTHERS            I   17.6  I   16.5  I    4.7  I    3.5  I    1.2  I    4.7  I    3.5  I    1.2  I   12.9  I    7.1  I   12.9  I   43.6
                        I   57.7  I   60.9  I   40.0  I   33.3  I   33.3  I   44.4  I   60.0  I   50.0  I   47.8  I   66.7  I   55.0  I
                        I    7.7  I    7.2  I    2.1  I    1.5  I     .5  I    2.1  I    1.5  I     .5  I    5.6  I    3.1  I    5.6  I
                        I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                     1  I      8  I      2  I      4  I      5  I      0  I      3  I      0  I      1  I      7  I      3  I      4  I     54
  MIDCAREER WOMEN ADM   I   14.8  I    3.7  I    7.4  I    9.3  I      0  I    5.6  I      0  I    1.9  I   13.0  I    5.6  I    7.4  I   27.7
                        I   30.8  I    8.7  I   40.0  I   55.6  I      0  I   33.3  I      0  I   50.0  I   30.4  I   33.3  I   20.0  I
                        I    4.1  I    1.0  I    2.1  I    2.6  I      0  I    1.5  I      0  I     .5  I    3.6  I    1.5  I    2.1  I
                        I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                     2  I      3  I      7  I      2  I      1  I      2  I      2  I      2  I      0  I      5  I      0  I      5  I     56
  MID-LATE MEN ADM      I    5.4  I   12.5  I    3.6  I    1.8  I    3.6  I    3.6  I    3.6  I      0  I    8.9  I      0  I    8.9  I   28.7
                        I   11.5  I   30.4  I   20.0  I   11.1  I   66.7  I   22.2  I   40.0  I      0  I   21.7  I      0  I   25.0  I
                        I    1.5  I    3.6  I    1.0  I     .5  I    1.0  I    1.0  I    1.0  I      0  I    2.6  I      0  I    2.6  I
                        I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                 COLUMN       26         23         10          9          3          9          5          2         23          9         20       195
                  TOTAL     13.3       11.8        5.1        4.6        1.5        4.6        2.6        1.0       11.8        4.6       10.3     100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

(CONTINUED)
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Exhibit 6-b

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UESTION 4B JOAN                                                          80/06/10.    13.38.47.     PAGE    5

ILE   MG4BJO    (CREATION DATE =  80/06/10.)

 * * * * * * * * * * *  C R O S S T A B U L A T I O N * * * * * * * * * * * *
   STATUS
Y CODES    (GROUP) CODED VALUES FOR RESPONSES
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE   OF   2

                    CODES
             COUNT  ISOCIAL W NETWORK   ROLE CON PREJUDIC MYTHS  ANXIETY  STEREOS  STEREOS  STEREOS  STEREOS  NO RESPO
           ROW PCT  IORK RELA SUPPORTS  FLICT PR E BIAS A        PRESSURE NEG WOME POS MEN  DUAL STA SOCIAL R NSE        ROW
           COL PCT  ITNS                OBS       TTO                     N                 NDS      ELAT                TOTAL
           TAB PCT  I    12  I    13  I    15  I    16  I    17      18 I    19  I    20  I    21  I    22  I    23  I
TATUS      --------I--------I--------I--------I--------I------ -------I--------I--------I--------I--------I--------I
                 0 I      3 I     24 I      7 I     22 I      3       1 I     25 I     11 I     12 I      3 I     17 I     85
 ALL OTHERS        I    3.5 I ② 28.2 I    8.2 I ③ 25.9 I    3.5     1.2 I ① 29.4 I   12.9 I   14.1 I    3.5 I   20.0 I   43.6
                   I   23.1 I   55.8 I   38.9 I   39.3 I   60.0    50.0 I   54.3 I   40.7 I   42.9 I   33.3 I   37.8 I
                   I    1.5 I   12.3 I    3.6 I   11.3 I    1.5      .5 I   12.8 I    5.6 I    6.2 I    1.5 I    8.7 I
                   I--------I--------I--------I--------I------ -------I--------I--------I--------I--------I--------I
                 1 I      8 I     14 I      7 I     16 I      2       0 I     11 I      9 I     13 I      5 I      6 I     54
 MIDCAREER WOMEN ADM I 14.8 I ② 25.9 I   13.0 I ① 29.6 I    3.7       0 I   20.4 I   16.7 I ③ 24.1 I    9.3 I   11.1 I   27.7
                   I   61.5 I   32.6 I   38.9 I   28.6 I   40.0       0 I   23.9 I   33.3 I   46.4 I   55.6 I   13.3 I
                   I    4.1 I    7.2 I    3.6 I    8.2 I    1.0       0 I    5.6 I    4.6 I    6.7 I    2.6 I    3.1 I
                   I--------I--------I--------I--------I------ -------I--------I--------I--------I--------I--------I
                 2 I      2 I      5 I      4 I     18 I      0       1 I     10 I      7 I      3 I      1 I     22 I     56
 MID-LATE MEN ADM  I    3.6 I    8.9 I    7.1 I ① 32.1 I      0     1.8 I   17.9 I   12.5 I    5.4 I    1.8 I   39.3 I   28.7
                   I   15.4 I   11.6 I   22.2 I   32.1 I      0    50.0 I   21.7 I   25.9 I   10.7 I   11.1 I   48.9 I
                   I    1.0 I    2.6 I    2.1 I    9.2 I      0      .5 I    5.1 I    3.6 I    1.5 I     .5 I   11.3 I
                   I--------I--------I--------I--------I------ -------I--------I--------I--------I--------I--------I
            COLUMN       13       43       18       56        5       2       46       27       28        9       45      195
             TOTAL      6.7   3 22.1      9.2  ① 28.7      2.6     1.0   2 23.6     13.8     14.4      4.6     23.1    100.0
                                ↑                 ↑                        ↑

ERCENTS AND TOTALS BASED ON RESPONDENTS

  195 VALID CASES              2 MISSING CASES
- 4/150
```

Exhibit 6-c

```
UESTION 4C JOAN                                                         80/05/29.    13.28.53.

ILE    MQ4CJO   (CREATION DATE =  80/05/28.)

ROUP CODES      CODED VALUES FOR RESPONSES

                                                       PCT OF   PCT OF
ATEGORY LABEL                          CODE   COUNT  RESPONSES  CASES

AREER ADVANT TO WO                        1      11      2.2       5.6

OME PROBS N NEEDS                         2      68     13.9      34.9

RNG EDUC PROBS                            3      47      9.6      24.1

ENTOR SUPPORT                             4     110     22.5      56.4

YTHS RE WOMEN                             5      23      4.7      11.8

OCLZN PROBS NONTRAD                       6      71     14.5      36.4

TRESS SELF CONCEPT                        7      53     10.8      27.2

ERS BEHAVIORS                             8      65     13.3      33.3

OSITION POWER PROM                        9      33      6.7      16.9

O RESPONSE                               10       8      1.6       4.1
                                               -------   -----     -----
                      TOTAL RESPONSES           489    100.0     250.8

    2 MISSING CASES   195 VALID CASES
```

Exhibit 7-a

```
QUESTION 4C JOAN                                                                        80/05/29.    13.28.53.     PAGE   4

FILE    MO4CJO    (CREATION DATE =  80/05/28.)

* * * * * * * * * * * * *  C R O S S T A B U L A T I O N * * * * * * * * * * * * *
   STATUS
BY CODES     (GROUP) CODED VALUES FOR RESPONSES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE   1 OF   1

                             CODES

                     COUNT  ICAREER A HOME PRO TRNG EDU MENTOR S MYTHS RE SOCLZN P STRESS S PERS BEH PCSITION NO RESPO
                     ROW PCT IDVANT TO BS N NEE C PROBS  UPPORT    WOMEN    ROBS NON ELF CONC AVIORS    POWER P NSE         ROW
                     COL PCT I WO       DS                                  TRAD     EPT               ROM                TOTAL
                     TAB PCT I       1 I       2 I       3 I       4 I       5 I       6 I       7 I       8 I       9 I    10 I
STATUS               --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I-------I
                   . 0   I       3 I      24 I      21 I      45 I      12 I      28 I      21 I      25 I      10 I     7 I      85
  ALL OTHERS             I     3.5 I    28.2 I    24.7 I    52.9 I    14.1 I    32.9 I    24.7 I    29.4 I    11.8 I   8.2 I    43.6
                         I    27.3 I    35.3 I    44.7 I    40.9 I    52.2 I    39.4 I    39.6 I    38.5 I    30.3 I  87.5 I
                         I     1.5 I    12.3 I    10.8 I    23.1 I     6.2 I    14.4 I    10.8 I    12.8 I     5.1 I   3.6 I
                         I--------I--------I--------I--------I--------I--------I--------I--------I--------I-------I
                       1 I       5 I      21 I      13 I      32 I       3 I      21 I      21 I      24 I       7 I     1 I      54
  MIDCAREER WOMEN ADM    I     9.3 I    38.9 I    24.1 I    59.3 I     5.6 I    38.9 I    38.9 I    44.4 I    13.0 I   1.9 I    27.7
                         I    45.5 I    30.9 I    27.7 I    29.1 I    13.0 I    29.6 I    39.6 I    36.9 I    21.2 I  12.5 I
                         I     2.6 I    10.8 I     6.7 I    16.4 I     1.5 I    10.8 I    10.8 I    12.3 I     3.6 I    .5 I
                         I--------I--------I--------I--------I--------I--------I--------I--------I--------I-------I
                       2 I       3 I      23 I      13 I      33 I       8 I      22 I      11 I      16 I      16 I     0 I      56
  MID-LATE MEN ADM       I     5.4 I    41.1 I    23.2 I    58.9 I    14.3 I    39.3 I    19.6 I    28.6 I    28.6 I     0 I    28.7
                         I    27.3 I    33.8 I    27.7 I    30.0 I    34.8 I    31.0 I    20.8 I    24.6 I    48.5 I     0 I
                         I     1.5 I    11.8 I     6.7 I    16.9 I     4.1 I    11.3 I     5.6 I     8.2 I     8.2 I     0 I
                         I--------I--------I--------I--------I--------I--------I--------I--------I--------I-------I
                  COLUMN         11        68        47       110        23        71        53        65        33       8      195
                   TOTAL        5.6      34.9      24.1      56.4      11.8      36.4      27.2      33.3      16.9     4.1    100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

   195 VALID CASES          2 MISSING CASES
```

Exhibit 7-b

SECTION III: REVIEW OF SELECTED LITERATURE

(Achievement of Objective Two)

Gender Issues..102

This paper concentrates on the issues related to the socialization processes and the consequences of such processes in the lives of women in general. It concludes with strategies for change proposed by a variety of authors in this field.

Mid-Life Issues..132

This paper draws from the early literature relating to human and adult development, concentrating primarily on the mid-life years.

Managerial Effectiveness 143

Effectiveness as a manager is reviewed from the perspective of skills needed by the administrator who already holds a position of responsibility and wishes to increase personal skill levels and areas of expertise.

Organizational Barriers 152

Specific structures and processes within organizations which serve to limit the success and/or advancement of selected groups within the organizational setting are the focus of this paper.

These papers were designed to be independent of one another, therefore there are occasions when certain references appear to overlap. This duplication was kept to a minimum however, in an effort to cover selected portions of the literature as comprehensively as possible within the limited constraints of this project.

Annotated Bibliography...168

Nearly one hundred works which were found to be useful in the total development of this project are annotated for the assistance of any future researchers who might wish to select from these works.

GENDER ISSUES

The literature concerning "gender issues" achieves unanimity in singling out the "socialization process" as the pivotal element in the determination of the direction of women's lives. Of special interest to this project is the "gender issue" literature which focuses specifically on the areas of social, political, psychological and economic development for women. This literature can be divided into three generalized categories:

(1.) That which describes the socialization process in early life orientation and development; and

(2.) That which describes the consequences of the socialization process on both an institutional and individual level, and

(3.) That which offers alternatives designed either to change the initial socialization process or to interrupt the consequences of the traditional socialization process as they currently exist; or to retain the status quo.

A vital part of the terminology used in women's issues literature is the definition of sexism. Wilma Krauss (30) defines sexism as:

> "The term sexism...is utilized analagously to racism to apply to the system of political institutions and processes which maintains the gender order as well as the ideology which is used as the justification for social norms." (30, p. 1718)

This paper will review the literature which assesses the impact of the socialization process on each of the aforementioned areas in terms of its consequences on both an individual and institutional level; and conclude with a review of the "gender issue" literature which offers strategies for change.

The Socialization Process and Sex Role Stereotypes

Prior to that review, it is necessary to offer a definition of the traditional "socialization process." In this literature review, socialization will be thought of as the internalizing of gender-typed attitudes in the individual. Traditionally, such attitudes have valued males and devalued females and play a strong part in the development of the individual. As Walum (45) points out:

> "Within the context of a primary group, the child begins to learn the most central, basic, and gut-level feelings about the nature of gender differences, the importance of such differences and gender expectations. These ideas and ideals are the most relevant to the child's subsequent gender behavior and the most difficult to contravene. So intense and striking, or subtle and pervasive are these primary experiences in childhood that to violate them as adults is difficult, uncomfortable, improbable and in some cases, psychologically impossible. To choose to act in ways we learned were gender-inappropriate during our years of greatest vulnerability, childhood, is to potentially choose to lose the sense of self and belonging we knew as children. Or, so subtle and pervasive are these teachings we don't even krow we are acting a certain way until we violate it." (45, p.37)

As this paragraph points out, it is gender typed expectations and attitudes concerning the differences between genders which lead to gender typed behaviors. For women in American society, traditional gender-typed expectations lead to self-concepts and expectations which act as impediments to achievement, motivation and satisfaction. Developing the qualities necessary for the pursual of education and professional advancement by definition places a woman in direct conflict with role expectations.

Inge Broverman (8) developed a questionnaire designed to assess the pervasiveness of sex-role stereotypes and came to the following conclusions about the pervasiveness of stereotyping in our society:

1. A strong consensus about differing characteristics of men and women exists across groups which differ in sex, age, religion, marital status, and educational level.

> 2. Characteristics ascribed to men are positively valued more often than characteristics ascribed to women.
> 3. The sex-role definitions are implicitly and uncritically accepted to the extent that they are incorporated into the self-concepts of both men and women.
> 4. Individual differences in sex-role self concepts are associated with (a.) certain sex-role relevant behaviors and attitudes such as actual and desired family size, and (b.) certain antecedent conditions such as mother's employment history. (8, p.33)

So pervasive are sex-role stereotypes that they are practically unconsciously passed from one generation to another. Starting in infancy, groundwork is laid for male achievement and female failure. Lois Hoffman (23) discusses this in her study of Early Childhood Experiences and Women's Achievement Motives. Reviewing the work of Winterbottom (1958), Torgoff (1958) and Collard (1964) on independence granting and achievement induction she concludes that:

> "...because of parental attitudes toward male and female children which reflect their culturally assigned roles, males receive more effective independence training and encouragement." (23,p.139)

Another significant result of her study is that parents may show more unambivalent pleasure in son's achievements than in daughter's. This early imprinting of more highly valued expectations for males, defining men as more independent and intelligent than women, reappears in adulthood. Irene Frieze (15) studies the role of sex differences in expectations and attributions and states that:

> "Women are not expected to do well and the work they do produce is frequently rated lower than comparable male products." (15,p.167)

In the workplace, the differing values ascribed to male and female performance are also accepted by women executives. Brooks, Downey and Greer (7) in replicating an earlier study by Rosen and Jerdee, found that:

> "...while women subjects showed significantly less sex bias in their decisions, they were not totally free of the traditional sex-role stereotypes which lead to sex discrimination." (7,p.1,abstract)

The female subjects of this study tended to evaluate subordinate females in a manner which was correlative to sex-role stereotypes and expectations. The discouraging conclusion of this study was that not only do women face structural organizational barriers but an internalized set of barriers produced from the acceptance of gender-typed expectations. Sandra Bem and Daryl Bem (4) are other researchers who have studied the insidious and pervasive nature of sex-role stereotyping on self-esteeem and achievement. In "Case Study of a Non-Conscious Ideology: Training the Woman to Know Her Place, " Bem and Bem suggest that people still act on a "hidden agenda" of prejudices and stereotypes which are powerful. So deep is the process of socialization that even persons who have re-evaluated acquired social ideologies find their belief systems "unexpectedly cluttered" with sex-role attitudes. In this essay, Bem and Bem also review the arguments used to counter the claim that the socialization of women violates the value of self-fulfillment. Bem and Bem see these arguments as a part of the "non-conscious ideology" which perpetuates sex role stereotyping and the subsequent unequal status of women in American society.

Stein and Bailey (41) also substantiate the concept that males are expected to achieve and that achievement is associated with "masculine traits." They state:

> "...achievement motivation is a masculine characteristic, with little applicability for females...achievement motivation is rather consistently correlated with traditionally masculine personality characteristics, such as competiveness and independence..." (41, p.151)

Engin and Spillman (13) described a number of unfounded beliefs concerning sex differences as well as reiterating the finding that both males and females view achievement and success as male traits. They furthermore state that:

> "...the extent to which girls and women can expect to achieve in traditionally male occupations will depend largely on the prevailing norms defining sex-appropriate achievement and success." (13, p.19)

Valerie Oppenheimer (36) who conducted a study on "The Sex Labeling of Jobs" points out that sex linked characteristics are strong influences in the determination of the use of male or female labor:

> "There are many other cases which can be cited of sex linked characteristics promoting, at some point in an occupation's history, the almost exclusive use of men or women. These characteristics may not be proven traits of one sex or the other--it is sufficient that employers believe they are or believe one sex has the edge over the other in some important aspect." (36, p.316)

Of course, the process of gender-role socialization would not be deserving of such intense scrutiny or re-evaluation were it not for its destructive results, e.g. the lowered self-esteem and aspirations and general lack of progress for women as a class in terms of education and employment. The process of gender oriented socialization is a pyramid of myths leading to stereotypes which in turn lead to guaranteed failure for women as individuals or as a class. The relationship between gender and role and the attitudes inculcated about this relationship significantly affect the relationship between women as a class and every societal institution, be it the political system, the church, the educational system or corporate structures.

Myth and Fact

Because of the crucial relationship between the defining of gender typed behavior and societal institutions, much research has been done in order to separate myth from fact. What are the myths about male and female behavior and what are the facts? A key piece of research in this area is the study performed by Maccoby and Jacklin (33) in which a large body of research was reviewed and re-interpreted in an attempt to sort myth from fact concerning gender differences. This study is of paramount importantce in laying to rest some stereotypes about gender defined behavior, as well as raising some important questions about differences which do seem to be factual. Maccoby and Jacklin(33) concluded that:

(1) Males are more aggressive than females
(2) Girls have greater verbal ability than boys
(3) Boys excel in visual-spatial ability
(4) Boys excel in mathematical ability (33,pp.109-12)

An essential observation of their study is that expectations build beliefs and that when people behave in unexpected manners, because such an event does not correlate with the expectation...the event goes unnoticed. Therefore, when a girl is asocial or a boy is suggestible, such characteristics are contrary to sex-typed expectations, go unnoticed, and therefore new beliefs do not arise.

Ann W. Engin (13) in an HEW funded study concerning the "Underpinnings of Sexism in American Society and the Schools" reviews the impact of the specific gender defined behaviors as identified by Maccoby and Jacklin especially within the educational setting. An important conclusion of Engin's study is that:

> "...data are persuasive that current societal norms and beliefs about sex differences are prescribing lives for children based primarily on the category of sex rather than on the abilities and desires of the individuals." (13, p.20)

In short, it is apparent that not only do widely held attitudes exist which define differences between the genders, but that these attitudes:

(1) Establish normative and non-normative behavior for men and women;

(2) Determine in most cases the self-esteem and achievement motivation levels for men and women; and
(3) Determine sex-typing of occupations

SOCIAL/PSYCHOLOGICAL ISSUES

The social and the psychological issues for women frequently interrelate and overlap as does the literature concerning these issues. The psychological issues for women frequently form the foundation for social issues and vice versa. There perhaps are grey areas in terms of whether an issue is specifically of a social or psychological origin, but there is no doubt that one usually feeds upon the other. Furthermore, the social-psychological issues tend to feed directly into the political and economic issues for women.

Psychological Development

The process of socialization has its first impact on the individual in the area of psychological development. For women and other populations which are not "dominant," this includes learning that the valued aspects of society are associated with the dominant group's domain. (Miller) Women, being defined as a subordinate class are "assigned generally less valued tasks."

Fear of Failure

Since it is documented that males are socialized toward a competency cluster of behaviors (Broverman et. al., 8) and women toward a passive and expressive cluster of behaviors, it has been hypothesized that "fear of failure may be rooted in the socialization process" (DiSabatino, 12) Women are more likely to attribute success to luck than to ability (DiSabatino 12, Hennig and Jardim 20, Hoffman 23 and Gerrard 16).

DiSabatino(12) points out:

> "Even if she performs well on a task, a woman is more likely to attribute her success to luck rather than skill or intelligence. Because she lacks confidence and self-esteem, a woman is more vulnerable than a man to fear of failure. Consequently, even when occupations are technically open to her, she is likely to aspire to less prestigious and satisfying occupations than she would if she were not inhibited by these psychological factors." (12, p.44)

Fear of Success

On the other hand, success or even the anticipation of success is anxiety producing for women. This can be attributed to the fact that success implies a certain use of vigor, competiveness and competency which conflict with the psychological socialization of women which stresses dependency. Matina Horner (24) states:

> "Among women, the anticipation of success especially against a male competitor poses a threat to the sense of femininity and self-esteem and serves as a potential basis for becoming socially rejected...in other words, the anticipation of success is anxiety provoking and as such inhibits otherwise positive achievement directed motivation and behavior." (24, p.219)

Janice Porter Gump's (19) study concerning the relationship between sex-role attitudes and psychological well being achieves important results. In studying ego-strength among white middle class college females, Gump (19) found the data to suggest that "more purposive, resourceful women are less traditional in their sex-role orientation" and that ego strength is inversely related to the adoption of the female sex-role.

Social Class

Social class is of importance when reviewing the psychological disorders caused by role strains. Frieze (15) suggests that the risk (if not the occurance) of psychological disorder may be directly linked to social class: working class women may be more susceptible to psychological disorder when they have failed in socially prescribed "wife" or "mother" roles; whereas middle class women may feel more distressed when career and relationship aspirations are thwarted or not achieved.

Social Status and Psyche

Frieze (15) also suggests a relationship between the lowered societal status of women and consequential vulnerability to psychological stress. She argues that women report a significantly higher occurance of "life stress" which are correlative to psychological symptoms (psychosomatic and mood). In this way women are similar to other low-status or disenfranchized groups in experiencing more "life stress." There is an overlapping relationship between the results of sex-typed social inequity (lowered self-esteem, passivity, suppression of anger) and certain psychological disorders such as depression.

Isolation

Several factors combine to put women as a group in a more psychologically vulnerable position. First among these factors is the initial devaluing of "female" typed abilities in the socialization process. (Frieze,15) Not only does this cause women to devalue their individual abilities, it also makes them more critical of other women.

Azim (3) reports that the social organization regulates the "network of relationships" a woman can build and reiterates the pervasive underlying denigration toward the female role. Fiorgionne (17) reports in a study concerned with the acceptance of authority in female managed positions that males have a higher regard for female managers than do females. Miller (35) cites the instance of a woman client who maintained her own sense of personal power by devaluing other women co-workers.

White middle class women find themselves isolated in the role of housewife which is quite often a role not freely chosen (Lewis, 32). Housewives are unpaid laborers who have infrequent contact with other adults and who have no co-workers. Bernard's (5) study also cites this isolation as a factor producing a sense of powerlessness and therefore susceptibility to psychological distress.

Hennig and Jardim (21) undertook a study of the professional and personal lives of twenty-five highly successful business women in order to ascertain what key events separated these women from thousands of others in terms of non-traditional achievement. Hennig and Jardim (21) found that an important component of the psychological development of these women was an early observation of the discrepencies and inconsistencies of the female role socialization process. Almost all of these women reported an inability at an early age to accept the socially acceptable "rules" of female behavior. Another important result of this study was the observation that:

> " "One begins to see in the experience of these women that many of the characteristics traditionally considred to be masculine, sometimes regarded as innate masculine traits, might better be understood if they were seen as based on knowledge, skill and competence which boys develop by virtue of the kinds of activities and relationships in which they engage, the ways of thinking to which they are exposed and the rewards they win for mastery of any of these things." (21, p.117)

It is exclusion and isolation from the "kinds of activities and relationships in which they (males) engage" which haunt women who are trying to achieve in non-traditional areas. First, women are denied access to such activities, then criticized or rejected for attempt at such participation and finally destined for failure because of the lack of such crucial experiences which teach skill, independence and the "teamwork" approach.

Hennig and Jardim (21)reiterate the concept that the requirements for achievement rest on the "drive to achieve, an orientation to task, the desire to be respected for one's abilities, the enjoyment of competition, a capacity to take risk" and that these qualities are primary to early male psychological development and anathema to female early psychological development.

Another angle on women's psychological issues is the examination of sex-role stereotypes and sexism which have influenced the development of psychology as a science, as well as influencing many psychological theories. Many feminist psychologists have questioned the objectivity and sexism of Freud, Jung and other authors of modern psychological analysis. What is the relationship between pervasively held sex-role stereotypes/expectations and psychological research? Some authors who have tackled this important question are Miller (35), Frieze (15), Bernard (5) and Gump (19).

Non-Conscious Ideology and Role Conflict

Bem (4)was the first to use the term "non-conscious ideology" to describe the pervasive nature of sex-role stereotyping in psychological and social development. It is the "non-conscious ideology" that establishes certain appropriate behaviors for the genders.

What are the consequences for women who have accepted the psychological socialization laden with role messages which say that femininity and womanhood rest on passivity, nurturance, lack of vigourous intellectual exercise as well as an inability to manage, control or be autonomous? What are the consequences for women who perceive a discrepency between their lives as individuals and the sex-role stereotype at large? The literature suggests that much of the psycho-social issues for women have their foundation in role-conflict.

There are literally hundreds of variations in role which produce a state of role-conflict for women, but for purposes of clarity, these role-conflicts can be generalized into three categories:

ROLE	CONFLICT
The acceptance of the socialized female role along with concomitant behaviors	vs. aspirations outside of the acceptable female role
Socialized traits which may be incompatible with the work situation	vs. participation in the work-force, especially in "non-traditional" employment
Identification with "family" role as mother and wife	vs. career orientation

Within each of these generalized conflict areas there exist many many manifestations of and opportunity for role-conflict. The historical literature on the definition of roles facilitates a better understanding of why certain roles were first attributed to either gender and why certain gender-typed roles are inappropriate within the modern context. Underlying the "non-conscious ideology" is a lengthy and complex development of the division of labor which certainly impacts modern women of every culture in their struggle to emerge from patterned role expectations.

Gwendolyn Lewis (32) surveys the evolving role expectations for women throughout the 19th and 20th centuries. Lewis (32) describes and prioritizes these role expectations as follows:

> (1) Wife: traditionally...this role has been assumed to precede all other adult female roles, and its acceptance has implied acceptance of the related roles of housewife and mother.
> (2) Housewife: a result of the legal relationship to her husband, not through her choice of the work itself.
> (3) Mother: taken on by most women because of a biological event...giving birth to a child.
> (4) Labor Force Participant: historically in America women have been working primarily in the unpaid workforce. (32, p.138)

A.M. Azim and Janice Hanna(3) in their study of "Women in Organization: A Socio-Political Perspective" also review the history of women in terms of changing gender-role expectations and conclude that values based in the male-female competiveness of the Industrial Revolution have become the unchanging backbone of society's value structure although the underlying economic structure which produces this interrelationship has changed significantly.

The historical literature tells us that current role expectations may not have kept pace with current socio-economic developments. Thus, ipso facto placing women in a position of conflict.

Irene Frieze (15) gives a definition of role-conflict as:

> "...any situation in which incompatable expectations are placed on a person because of position membership (Gross, Mason, and McEachern, 1958; Kahn, et al., 1964.)"
> (15, p.159)

Frieze (15) cites a study done by Merton(1957) which hypothesizes that as competing roles are added to a woman's repertoire, the potential for role conflict mounts.

The traditional role repertoire for women as pointed out by Broverman, et. al., (8) has not been one which incorporates the qualities necessary for success in business or the professions. As Horner (24) states in her study of achievement:

> "The aggressive and, by implication, masculine qualities inherent in a capacity for mastering intellectual problems, attacking difficulties, and making final decisions are considered fundamentally antagonistic to or incompatible with femininity." (24, p.206)

The traditional role repertoire for women has placed a strong emphasis on preparation for marriage and family as the penultimate achievement in the female life cycle. This repertoire stresses dependency, passivity and lack of autonomy. Frieze (15) points out:

> "If women view personal growth as irrelevant to, or even conflicting with their later roles, they may expend little effort in moving toward autonomy and self-exploration. In this way, they avoid the stress of independent decision making felt by men during this period and retain a malleability that may be adaptive for initial adjustment...within the traditional dating situation women are cast in the role of responders... this normative structure makes it difficult for a woman to view herself as having much autonomy in her relationships with men." (15, p.168)

In Frieze's (15) view, women who actively pursue work goals are considered "deviate from the normal" and experience not only the same work-associated stresses as men but also risk "social criticism for inappropriate sex-role behavior."

Marriage as an institution (and the socialization of women towards marriage) is an inescapable factor when considering the lives of women. As Walum (45) states:

> "Marriage is not isolatable or separable from the other social institutions. At the structural level, the ideology, legal system and opportunities structure that support and perpetuate the assignment of domestic responsibilities to women is one of the primary ways through which sexual inequality is maintained in the political and economic institutions. And, correlatively, the maintenance of sexual inequality in those institutions contributes to a division of labor in which women's place is in the home." (45, p.167)

Marriage as a Constraint

Frieze (15) contends that the central aspects of identity (clarification of needs, values, staisfactions and goals) increases the likelihood of incompatibility with prospective marriage partners, women may remain flexible in their focus on those aspects. Frieze (15) suggests that marriage is a constraint on the development of autonomy.

Jessie Bernard (5) has done much work researching the nature of the institution of marriage including a feminist analysis of the history and origins of marriage. She questions whether women who report themselves to be "happily married" are not in fact merely "reconciled" to their situation.

Bernard's work provides the cornerstone for additional literature on the subject.

Carol Tavris (42) reviews Bernard's analysis of marriage and mental health and states that single women are "best off, both psychologically and physically", as are married men.

Walum (45) questions whether the institution of marriage itself could be "sick." She reviews Bernard's (5) study which concludes:

> "To view married women's poor mental health not as a personal defect of the individual, but as a direct result of the institution in which they have been socialized to breed within, raises new aveneus for social research and social change." (5, p.176)

An example of how the internalization of the socialized female role comes into conflict with aspirations to achieve outside of the spere of home and family appears in the research of Andrisani and Shapiro (2) . In a study involving personal interviews with approximately 5000 women in a national sample who were between the ages of 30 and 40 in 1967, aimed at identifying aspects of job satisfaction, they reported that the attitude of husbands towards the work/home responsibilities of the wife were a significant factor in not only the satisfaction of the woman but also type of job which she might accept:

> "Other significant relationships which might be explained on the basis of descrepancy theory include the relationships of job satisfaction to perceived spouse's attitude and to internal-external focus of control. An unfavorable spouse's attitude may increase the discrepancy between expectations and outcomes by reducing perceived outcomes. Women in such a situation may be forced to accept less demanding job responsibilities, for example, to reduce the apparant conflict between work in the home and work in the marketplace. Or, as another discrepancy alternative, such women may simply place less value on the organizational outcomes received since relatively greater role strain was required to produce outcomes." (2, p.33)

There is also literature which suggests that even when reasonable compromises have been made on the parts of both spouses concerning responsibilities in the home and responsibilities outside the home, that the woman's life remains conflicted in both directions and that subsequently there may be low performance and lack of satisfaction in both realms. (Gould ,18)

Miller and Walum (35 and 45) concur in the observation that equalitarian marriages are difficult to maintain at best and that emotional closeness in the marriage situation is perhaps best facilitated by both partners decreasing their focus on career achievement.

As has been already discussed, women are socialized toward certain social characteristics which do not lend themselves to participation in the workforce, especially in areas of "non-traditional" employment for women. Non-traditional is here defined as employment which is outside of traditional womens employment categories such as teaching and nursing; or that employment which provides the opportunity for career pathing in an upwardly mobile manner. Women enter both traditional and non-traditional employment **ill-prepared to surmount** either the external obstacles toward advancement, or the internal barriers to advancement.

The Informal System

One important social problem which women face has its origins squarely in the socialization proces, i.e., the inability of most women to function well within the "informal" system which is a crucial part of male-dominated organizational structures.

Zacharias (48) defines the "informal organization" as the network of people who exchange information outside of a task oriented context.

Much of women's inability to function successfully in this informal organization has to do with the vast differences of gender-typed personal style and strategy which is a direct result of sex-role socialization. Tully (44)documents these informal barriers and attitudes towards women which are operational in the "informal system" as follows:

> (1) Protective Attitude: women need to be protected therefore, women don't get the opportunities for advancement.
> (2) Assumptions: women won't travel and therefore don't get transfers which are instrumental to advancement.
> (3) Seriousness: the existing lack of women in management jobs makes employers think that women do not want management jobs.
> (4) Sex Role Attitudes: "queen bee syndrome", men won't work for women...what is considered leadership in men is often seen as aggressive and overbearing in women. (44, p.72)

Helen and Thorne (20)document the gender associated differences in personal style and strategy in an article entitled "Womanspeak and Manspeak: Sex Differences and Sexism in Communication, Verbal and Non-Verbal." In this study they explore the "nuances of expression and gender that identify and stereotype sex."; both on an individual level and in interaction. Some key concepts studied in their research are: the sexist bias of English; sex differences; non-verbal communication. The study of these informal interactional patterns is of vital importance to anyone wishing to uncover the hidden personal and professional barriers for women. As Albrecht(1) points out in a study of the "Informal Interaction Patterns of Professional Women,":

> "...segregated informal interaction patterns become the basis for institutionalized sexism. The values of a group impose constraint on the individual and his/her values...because the professional woman is often excluded or escludes herself from the male informal interaction network, she does not have access to those significant others that would aid her mobility within the organization." (1, p.69)

129

Kanter (27) has also done much research concerning the woman functioning in the informal network of the male dominated work environment and describes four stereotypical roles for women in this type of environment: mother, seductress, pet and iron-maiden. She refers to these stereotypes as "sensitizing concepts" which reveal far more subtle real-life behavior.

Summary of Psychological/Social Issues:

Psychological:

(1) Men and masculine attributes are more highly valued: Miller(35) , Horner(24) , Bem (4) , Broverman(8) .
(2) Women are taught a lack of a career-goal-achievement orientation,
    -fear of failure, DiSabatino (12), Hennig/Jardim (20), Hoffman (23)
    -fear of success, Horner (24), Gump (19).
(3) The traditional role for women acts as a constraint on psychological growth and development. Frieze (15), Gould (18), Miller (35).

Social:

(1) A role conflict exists in terms of socialization vs. aspiration Mednick, et.al., (34).
(2) There is a lack of support systems for women, either familial or professional. Azim (3) , Kanter (27).
(3) Women are isolated. Lewis (32), Azim (3) , Kanter (27).
(4) There are gender related differences in non-verbal behavior. Henly/Worden (21) .
(5) Women experience an inability to function in the male "informal" system or network. Zacharias (48), Kanter (27), Hennig/Jardim (21).

ECONOMIC DEVELOPMENT

The disparities in pay between American men and women are well documented. Krauss (30) states, "...when women are equally qualified and as experienced as male workers, there is an average salary discrepancy of 41% with dollar gaps ranging from $3,000 to $6,000 annually." A recent statistic from the Department of Labor states that women make 59¢ for every male earned dollar. The following chart made by the Department of Labor delineates the percent of jobs held by race, and gender in 1969 and 1979.

PERCENT OF JOBS HELD BY RACE AND GENDER 1969 and 1979

	PROFESSIONAL AND TECHNICAL		MANAGERIAL AND ADMINISTRATIVE	
	1969	1979	1969	1979
White Male	60%	53%	82%	71%
White Female	34%	38%	15%	23%
NonWhite Male	3%	4%	2%	4%
NonWhite Female	3%	5%	*	2%

*less than 1% SOURCE: Bureau of Labor Statistics

How do sex role stereotypes correlate to the lack of economic development for women? As already mentioned, lack of facility in functioning in the male informal system, which has basis in sex-role stereotypes is one important impediment to the economic progress and development of women.

Other impediments revolve around the myth versus fact of sex-role stereotypes, especially as pertains to women functioning in the organizational structure. Humphrey and Shrode (25) designed research to investigate the decision making process of male and female bank managers. Male and female managers in the aerospace and chemical industries were also studied for a cross-industry comparison. All of these managers were asked to rank task decisions, information decisions and conceptual decisions in terms of time, difficulty, importance and preference. An important outcome of the study which counteracts sex-role misconceptions is that female managers rank TASK decisions as the top importance, whereas male managers rank PERSONNEL decisions as of top importance. This is the inverse of what one would expect in accepting the stereotype of female/expressive as compared to male/competency attributes. Of equal importance was the discovery that there are many similarities in the decision making preferences both cross-gender and cross-industry.

Another study which dispells myths was designed by Taylor, Nielsen and Ilgen (43) to investigate the relationships between the manager's gender, the manager's perceived reward power and the employee satisfaction with the manager. The important result here was that although females tended to be perceived as less powerful than males, the results revealed no difference in the satisfaction of the two employee groups.

Another study which views the impact of sexism on women in the organization, especially as pertains to women in management was carried out by Pedigo and Meyer (37) . This study discovers that even when Equal Employment Opportunity and Affirmative Action guidelines are in effect, that sex-role stereotypes and "masculine" valued traits continue to play an influencing role in promotion decisions:

> "Often, the evaluation of candidates is based upon vague discretionary criteria and subjective information sources. Criteria such as leadership and judgement, and information sources such as recommendations and personal knowledge, are easily biased and subject to discretionary use." (37, p.4)

In summary, the orientation of women towards marriage and family rather than career and achievement is a significant factor in the maintenance of women in a "second class" economic position. As long as the responsibility of day to day maintenance of home and family falls primarily on the woman, and as long as this work remains uncompensated and unbenefited, as long as women must be torn between home, family and career or burdened with total responsibility for all three, women as a class will probably remain economically disadvantaged and constrained from achievement in the economic sphere.

SOLUTIONS--STRATEGIES FOR CHANGE

A significant portion of the gender issue literature deals with strategies for change. Most authors perceive an imperative need for change in the sex-role stereotyped attitudes with which children are raised and educated. The authors of much literature suggest basic changes in educational literature and in educational administration as well. Many see ways in which corporate/organizational structures could become more accessible to women who are achievers and entrepenuers. Some suggest personal consciousness raising and a new development of role-blended behaviors or "androgyny" as a life "philosophy".

Political

Political redress as a strategy for change seems to be an obvious path for remedying various effects of sexism. Irene Frieze (15) gives an overview of women's past political participation and lists a number of areas in which women are utilizing the tools of politics to effect change: childcare, welfare and social security, unemployment and employment benefits, protection from rape and sexual harassment in the workplace, the passage of the Federal Equal Rights Amendment. Another important step for women, as for other disenfranchised groups, is an active engagement with the political process and this includes women running for and winning offices at every level of the political structure. An excellent review of the literature concerning the interrelationship of politics and gender roles is given by Wilma Krauss (30).

Organizational

Since this project is primarily concerned with women in administrative, and managerial capacities, the literature which suggests change strategies on the organizational level is of vital interest.

Martha G. Burrow (10) gives a definition of management as "using resources in a coordinated fashion to achieve stated goals and to create resources as required." She suggests that men more often are able to function successfully within this definition of management, and that for women to become a part of this process, three need areas must be met with productive solutions:

(1) An increase in self confident attitudes
(2) Education for both women and men
(3) Essential experiences and opportunities for women

In another article, Burrow (11) contends that once the economic potential of women as managers is demonstrated, discriminatory practices will come to an end. She suggests that effective training programs must be designed through an analysis of perceived as well as actual performance requirements of the population to be trained.

Barbara Boyle (6) suggests ways in which affirmative action programs can be made to be more effective:

(1) Establishing responsibility for affirmative action from the top of an organization to the bottom
(2) Gather sufficient data in order to pinpoint/analyze the problem area
(3) Consistent and sincere executive level involvement in affirmative action programs.
(4) Identification of career potential of women and tracking them into achievement paths
(5) Restructuring of jobs to meet special needs
(6) Setting objectives and goals for every program
(7) Recruitment of capable women
(8) Development and training
(9) Constant management awareness of how affirmative action program is being implemented and received
(10) Personnel policies study on an on-going basis (6, p.88)

Burke and Weir (9) suggest that men and women students must receive more training and education centered around personal barriers to professional achievement which would include:

-examination of the socialization process, masculinity/femininity, self-image, level of aspiration, attitudes toward success and achievement, stereotypes and myths. (9, p.33)

They also suggest education concerning organizational barriers to professional advancement such as:

-the formal and informal aspects of organization
-wage disparities
-exclusion from the promotional stream
-personal isolation and lack of role models (9, p.33)

Further assessment of affirmative action and equal opportunity guidelines in the workplace is offered by Fretz and Hayman (14) . They review the persistant stereotypes concerning working women which prohibit employers from offering opportunities for advancement. They also review the negative perceptions concerning Equal Employment guidelines such as the perception that these guidelines are not facilitative to organizational success; that they are perceived as unreasonable and impracticable in terms of cost and time and that the offices which administer these policies are disorganized and unrealistic. Another important observation Fretz and Hayman offer is that culturalized role concepts are so pervasive that they even affect the implementation of affirmative action guidelines. Fretz and Hayman (14) came to these observations following a survey of Fortune 500 companies which altogether employ 2 million persons. Their suggestions for ending such negative perceptions include:

> (1) Promote only clearly qualified women, ability must be the first criteria for promotion
> (2) Equal opportunity must be perceived as a "general management philosophy"
> (3) The commitment to and mechanics of providing equal opportunity for all must be effectively communicated on an continuing basis.
> (4) Those responsible for equal opportunity programs must have sufficient authority to enforce company policy and to give credibility to corporate commitment.
> (5) Organizations should contend immediately with any anxieties arising from the initiation of new programs or policies related to equal opportunity.
> (6) Efforts should be made to identify all promotable employees and to provide them with necessary counseling and development opportunities.
> (7) Approaches should be developed and utilized to attract females to the business community
> (8) Job enrichment should be practiced as one way to bury the "dead-end job." (14, p.141)

Herbert and Yost (22) review the significant influences on successful managerial women such as coaching, role-modeling, observation, experience training and development and suggest a strategic model for women who want to achieve in management. They also suggest the implementation of re-education programs for male managers as well as a company assessment method measuring the impact of sex-role stereotypes.

Martha Williams (46) also reviews the backgrounds of women who have been high acheivers and finds some of the following generalized patterns:

> (1) Enrichment: these women have grown up with an "active" orientation of self-acceptance and independence
> (2) Deviance: some women may manage to fall away from culturalized expectations. They may date less and be less likely to marry, thus they are less frozen into role expectations.
> (3) Idosyncratic: these women are in the position of having had unusually supportive husbands. (46, p.53)

Williams notes that even women having any of these three backgrounds which promote the possibility of more independent behavior, still lack the necessary skills to function in the "informal" system and need role-modeling, experience and mentoring if they are to continue to achieve.

Sandra Winston (47) makes the observation that many women leave the managerial ranks of organizations because they continue to be infrequently promoted and are not compensated according to their skills and abilities. Therefore, adequate promotions and compensation are change strategies which organizations might utilize to retain capable women in the ranks of management.

Personal

Much of the "change strategy" oriented literature concerns itself with personal strategies which men and women can incorporate into living; helping them to overcome sex-role stereotypes which may be impeding the progress of equity for women.

As has already been alluded to, women need to learn ways of availing themselves of the positive features of the "informal system". Authors such as Albrecht (1) , Tully (44), Zacharias (48), suggest that women who wish to attain achievement in organizations of any type need to be building networks of support which include role models, mentors and significant others.

Kanter (27)suggests that the numerical imbalance of men to women in the corporation creates a situation in which women will be scrutinized and geared toward failure. She suggests that there be an open discussion concerning "gender" oriented issues in the workplace; that a "critical mass" of females must be employed in every work or training group and that sex-role stereotyping must be interrupted at every possible occasion. She also suggests that women should concentrate on internal skills, interpersonal skills and organizational skills.

Another strategy for change on the interpersonal elvel has been the concept of developing "role-blended" or androgynous behavior. Bem and Bem (4) were in the forefront of research on androgynous behavior having been the originators of the Bem Sex-Role Inventory, a survey designed to study the stratification of sex-role responses and identifications. Bem and Bem (4) argue that the adoption of role blended behaviors "expands the range of behaviors available to everyone." Androgyny presents itself a model for greater flexibility and freedom from sex-role constraints. Lester and Chu (31) utilized the Bem Sex-Role Inventory in an attempt to show that female administrators tend to be androgynous (scoring high on both the masculinity and femininity scales developed by Bem and Bem). The outcome of this study did show that in order to adapt, women who wished to become administrators had adopted "masculine" attributes, thus becoming more flexible in their personal styles, whereas men tended to remain more rigid.

Some authors go on to suggest that the "masculine" model of behavior is in fact dissipating and destructive. Sidney Jourard (26) puts forth such an hypothesis in his article entitled "Lethal Aspects of the Male Role."

Other authors, such as Carolyn Wood Sherif (40) suggest the incorporation of the "collegial" style in the workplace. Sherif (40) defines the term "collegial" as interactions "marked by power or authority vested equally in each of a number of colleagues." She suggests a shift from controlling, hierarchical behavior in management to one of shared power and non-hierarchical approach.

Alice Sargeant (38) views androgyny as a change strategy, especially as a successful role for managers. She notes that traditional organizational normative patterns have been equivocable with traditional male norms (i.e., task/competency orientation versus expressive/emotive behavior). As more women participate in the workforce, there seems to be a positive shift from this traditional orientation to more value-oriented emphasis in organizational behavior. Sargeant notes:

> "We are building dramatically new patterns of interaction between men and men, between women and women, and between men and women. It is critical for both sexes to have opportunities to develop androgynous behavior, free of sex-role constraints, if they are to work effectively within the new workforce and with human styles of management." (38, p.28)

GENDER ISSUES

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MID-LIFE ISSUES

> "As we age, we change our ways of rejoicing,
> no longer able to meet the wind at the hill top,
> Or race over stony ground, like the goat or the puppy,
> Or snatch at fireflies blinking on and off in the damp grass."
> My Flesh Learned to Die (1959) Theodore Roethke

Despite the somewhat negative tone of this passage from Theodore Roethke's poetry, there is a significant and perhaps startingly obvious truth revealed: and that is, as we grow older, we change in our abilities, desires and needs. Of importance to this project is the interrelationship of the life cycle and career development. Studying this interrelationship is significant in terms of the barriers to women in that the life-cycle roles for women are greatly different from those for men. Women in mid-life may find themselves entering employment at a developmental stage which has been long-since encountered by males of the same age.

What is Mid Life?

What is "mid-life"...what are the characteristic behaviors and attitudes during mid-life? Erik Erikson's (3) delineation of eight stages of life is frequently quoted in the literature on "mid-life" issues. The first stage he identifies is that of adolescence in which the primary goal is achieving a sense of ego identity. The second is young adulthood in which the primary goal is the development of intimacy and involvements. The seventh stage, which could be called "mid-life" is adulthood or "generativity" during which the primary concern is guiding the next generation. Erikson identifies the years of 35-65 as the years during which "generativity" is the main goal. Hall (6) suggests that generativity may exhibit itself in the workplace through:

> "...building organizations, developing creative theories, discoveries or products that will endure; coahcing and sponsoring the development of younger colleagues; and teaching and guiding students." (6, p.50)

The opposite of generativity is stagnation which is the total lack of productivity. Erikson defines the final stage of life as maturity or lack of despair. This connotes a sense of satisfaction with one's life and a realization of overall meaning to one's life. Hall suggests that there may be sex differences in the course of life stages (citing Douvan and Adelson, 1966) expecially in the order of identity and intimacy building. (6, p.51)

Donald Super (13) offers a definition of the term "career pattern" which is of relevance in the discussion of "life stages":

> "The term 'career pattern' closely parallels, both in meaning and in time, the psychological concept of "life stages". The sociological term refers to the sequence of occupations in the life of an individual or of a group of individuals. This sequence may be analysed in order to ascertain the major work periods which constitute a career. The psychological term is derived rom the analysis of life histories in which the major events and concerns group themselves and vary from one stage of life to another, justifying the classification of life into a sequence of characteristic stages."
> (13, p.69)

Buehler, in work which is the foundation of much "life-stages" literature, identified the five psychological life stages as follows:

Stage:	Approximate Age:	Description:
1. Growth	0-14	Basic Survival Physical growth
2. Exploration	15-25	Understanding Self
3. Establishment	25-45	Establishing a "role"
4. Maintenance	45-65	Holding one's own
5. Decline	65	Decreased energy & stamin

Miller and Form (10) describe five stages based on work-related behaviors, rather than on the unconscious psychological behaviors or stages. These are:

1. Stable Career Pattern
2. Conventional Career Pattern
3. Unstable Career Pattern
4. Multiple-Trial Career Pattern

Donald Super (13) offers these characteristics for the period of life referred to as "mid-life":

> "Stabilization: (age 31-44), the career pattern becomes clear, effort is put forth to stabilize, to make a secure place, in the world of work. For most persons these are the creative years."
>
> "Maintenance: (age 45-64), having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines." (13, p.70)

Buehler also defines the two phases of midlife as "establishment" and "maintenance". Within these two categories are various processes of re-evaluation in which the individual becomes involved. Buehler says that the establishment component of mid-life involves: understanding self, establishing family roles, establishing occupational roles, establishing social/community roles and finally, a "plateau" period. It is suggested that career patterns may follow these self-evaluative processes which take place in the establishment and maintenance periods.

Therefore, although there may be a few years discrepancy according to which author is read, mid-life is generally defined as the time period following the development of intimacy and involvements on the personal level (Erikson: ages 15-24), following exploration periods in the career development stage (Miller and Form: ages 15-24), and before maturity or ego-integrity (Erikson: age 65), or decline in career interests and abilities (Miller and Form, age 65).

What is Mid-Life Crisis?

Hall (6) suggests that there may be a great deal of variation or individuation in the mid-career stage. Hall cites the work of Elliot Jacques in defining the individuation of mid-life development as the "mid-life crisis". Jacques reviewed the work/life patterns of creative artists and discovered that the late thirties was a time period during which a great many phsiological, attitudinal and family changes occured. A series of new awarenesses may precipitate these crises.

Hall identifies these awarenesses as:

- -Awareness of advancing age and awareness of death
- -Awareness of physical aging
- -Limitation of opportunity in attainment of career goals
- -Search for new life goals
- -Changes in family relationships
- -Change in work relationships
- -Sense of obsolescence
- -Sense of job insecurity

Frieze (5) reviews the work of Levinson (8) in identifying the phenomena of "mid-life" crisis:

> "Theorists agree that there is a point in the life cycle when people experience a major transition into middle age (ages 44-47). As people age, they become aware that they no longer look young, may no longer feel attractive, and can no longer rely on their body to function unflaggingly. Their grown children and aging parents also make vivid their own halfway status in the adult life span. No longer able to think of themselves as young, they confront the disquieting prospect of becoming old." (5, p.179)

Indeed, for women who are strongly socialized to value their "biological" role above others, the decline of the biological raison d'etre may be a true life "crisis". Again, in a time period which is already marked with a preoccupation with health and body, Frieze notes the following:

> "The disequilibirum of this period may be further exacerbated by the onset of menopause, which until recently occured in the late forties. Currently, the average age for menopause has risen to the early fifties." (5, p.180)

Furthermore, not only do some important biological functions cease to exist, peers of those who are in mid-life begin to die or go into states of decline. Citing a study performed by Gurin, Veroff and Feld in 1960, Frieze notes that illness and death among peers may be more unsettling than the aging individual's own decline. The illness and death of peers signifies one's own fragility in an evermore threatening manner. These factors lead to a generalized anxiety about health:

> "A national survey found three times more anxiety about physical health was felt by people between ages 45 and 64 as compared to those in the 21 to 31 age group." (5, p.181)

The Interrelationship of Mid-Career and Mid-Life

The connections between mid-life and mid-career are many. An obvious interrelationship is the one between mid-life crisis and career pattern. De Vries (2) is an author who notes the relationship between mid-life crisis and career development or change. During the personal reassessment process which is part of mid-life, the individual may be caused to re-assess career goals and progress. During this time period the individual (who is already experiencing a different concept of life-time, measured from approaching death rather than from birth) may experience dissatisfaction with career, a sense of frustration and crisis. De Vries notes that this period in life is marked by a preoccupation with introspection, evaluation and reflection. In reviewing a survey conducted by the California Institute of Technology, studying more than 1,000 middle age men, 90% of those surveyed who were in managerial and professional positions revealed that they had gone through a period of intense mid-life crisis and as many as 10% felt they had not recovered from this. This crisis period was marked by:

-change in physical appearance
-menopause
-sexual problems
-breakdown in helath
-marital strife
-disappointment with children
-job progression disappointment
-awareness of incorrect career choice
-career plateau
-job termination

(2, p.48)

De Vries also suggests that there is a tendency towards hypochondriases in mid-life as failure is easier to accept when caused by ill health rather than an inability to perform. Managers who are in mid-life may come to a halt in careers. Mid-career brings feelings of boredom with the job, a sense of entrapment due to financial commitments and generalized lethargy.

Other authors suggest that the work environment and career pattern may be factors which exacerbate the "mid-life" crisis. Levinson(8) suggests seven such "work-environment" issues:

1. Increasing contraction of the hard-work period
2. Inseperability of life and career patterns
3. Continuous threat of defeat
4. Increase in dependency
5. Denial of feelings
6. Constant state of defensiveness
7. Shift in prime of life concept

Hall and Nougaim (7) in a study of young AT and T managers suggested that career stages exist which may correlate with the needs of various life stages. The initiation of a career seems predominated with a concern for gaining recognition and establishment within the climate of the organization. Achievement and esteem were the dominant needs expressed for those in early career stages.

However, in later career stages, the need for safety and esteem had dropped as an important need for these individuals. As the need for achievement and upward mobility increases, the need for safety is abandoned (by those who are ultimately successful). Later, however, as the employee approaches middle-age, opportunities for further advancement may become limited and the employee may develop a maintenance or stabilization point of view concerning work.

Another important relationship between mid-life and mid-career consists of the fact that career development correlates with life-stages, or age. In other words certain parts of career development are associated with the life cycle. It is unusual for a physician to be interning at age 45, just as it would be unusual for a corporate executive to have had little prior work experience. For women, whose career patterns are different from those of men, and who may be entering the "novice" stage of a career track during middle-age, this is obviously an issue. It is also an important issue for any individual who has interrupted the "normative" pattern of career development which is generally correlative to chronological age; or for those individuals who are changing careers and may find themselves in a "novice" role.

Ferratt and Prentice (4) have written a preliminary study of this interrelationship and arrived at the following implications:

> 1. The length of time an individual has spent in a given occupation is an important indicator of an individual's career stage.
>
> 2. Age and tenure are indicative of the career pattern an individual has had.

They suggest that there may be groups of people with markedly different patterns for whom individualized counseling and assistance may be necessary. An important indication here is that gender may be less of a factor in career development than is the process of entry into and the development of career patterns in correlation with life stages.

Another study along this same line of thought was conducted by Wilhelm in "A study of the Lives of Twenty Organizational Managers Aged 35-45":

> "Although prior research on adult development would predict that some of the men, because of their ages, would be involved in "mid-life crisis, none was evident in the sample. It is hypothesized from this finding that mid-life crises are precipitated not by age, as has been previously suggested, but by career events. Because, as a group, the men in the sample were still experiencing high levels of managerial success, the career experiences which often precipitate mid-life crises were lacking. As a result, no mid-life crises were evident." (14, dissertation abstract)

This study implies that when career events and patterns are normalized, mid-career crisis which is interlinked with mid-life crises, is not as likely to occur. Lowenthal(9) defines the concept of career as "...a progresssion of statuses and functions which unfold in a more or less orderly though not predetermined sequence in the pursuit of values which themselves emerge in the course of experience." Is it possible that people who miss steps in the unfolding career process, also miss the development of values which would help them to function more effectively?

On the other hand, Hall(6) suggests that persons who have functioned successfully in the normal progression of a career, may later suffer the inglorious fate of being "stuck" in mid-career:

> "Early career success can retard later career development. The psychological success cycle (Hall, 1976) shows how early success can reinforce the person and lead to increasing involvement in one area of career activity. This may lead to overspecialization and a narrowing of career activities. Thus, late career development is partially a process of "undoing" earlier career development which includes correcting functional overspecialization; reducing overinvolvement in work (restoring balance between work and other life roles); correcting plateauing of performance and cynicism in work attitudes; introduction of more protean (self-directed) elements in the career." (6)

Career Patterns: Women

Where do women fit in the interlocking picture puzzle of career/life interrelationships? Donald Super (13) recognized the need for more study on the career orientations of men and women, looking for important similarities and dissimilarities. In this attempt, he developed some generalized career patterns any one of which women will tend to follow:

1. The Stable Homemaking Career Pattern
2. The Conventional Career Pattern
3. The Stable Working Career Pattern
4. The Double Track Career Pattern
5. The Interrupted Career Pattern

As for stages of the life cycle for women, Phillips (11)observed the following concerning women manager's and executives adult lives:

-Leaving the Family (18-22)
-Reaching Out (23-28)
-Question, Questions (29-34)
-Mid-life Push (35-44)
-Renewal vs. Resignation (45-54)
-Re-examination (55-64)
-Integrity (65+)

She also identifies the stages in women's careers as :

-Apprentice
-Individual Contributor
-Mentor
-Policy Influencer

Lowenthal(9) remarks that twice as many men as women have tended to follow a life style which was clearly focused and that conversely, twice as many women have followed a diffuse pattern.

An important thought here is that women have maintained a flexibility in the approach to life through the needs for basic survival. Frieze(5) notes that although women may be excluded from the normative modes of career development, they are nevertheless selecting and exploring role options:

> "Adaptiveness to the changing nature of their lives seems characteristic of women throughout adulthood. At each stage, women attempt to fulfill the external expectations placed on them while building additional roles that may enrich their personal satisfactions. The choices made are often hesitant, since women's realm outside their family roles has never been clearly specified. They frequently select and explore various options--a job, volunteer activities, continued education, social groups in their effort to arrive at a blend of roles that fits their needs at a specific period in their lives. As their needs change, the process of achieving a balanced life must begin again." (5, p.189)

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MANAGERIAL EFFECTIVENESS: STILL A "FUZZY" CONCEPT

A complex organization demands a wide variety of skills and technologies to maintain itself. In this era of increasing accountability coupled with an environment of shrinking resources, all eyes focus on the executive to provide the required skills and technologies to maintain the organization as a viable system. It is assumed that the executive is (or should be) effective. The longevity of an entire enterprise may depend upon the degree of accuracy in this assumption. A question still remains as to the "true meaning" of the concept of effectiveness. This question has challenged theoreticians, researchers and practitioners alike. In his 1938 analysis of the functions of an executive, Bernard (2) defined effectiveness as the accomplishment of recognized objectives of cooperative action. While many authors have continued to define the concept, none disagree with the need to achieve institutional objectives. In 1955, Katz (18) wrote a now classic article published in the Harvard Business Review in which he identified three skill areas required by an effective administrator; the technical, the human and the conceptual. This perspective, integrated with the multitude of others resulting from leadership and management studies of the 1940's and the 1950's helped to move the concept of effectiveness beyond the trait theories (innate characteristics) to action and situational considerations (24).

A decade later, the staff of Roher, Hibler and Replogle, industrial psychologists, combined their experience and agreed that the most successful managers possessed the following abilities:

-make sound judgements
-get along with people
-understand people
-meet the vicissitudes of life with composure
-plan and organize
-delegate
-manage others
-act vigorously
-communicate effectively
-blend all action with finesse

In rising up the ranks from being a successful manager to being a key executive, they further listed such qualifications as implied in phrases such as:

-powerful convictions
-deep core of strength
-truth and facts used as standards for action
-emphasis on good questions rather than a
 preoccupation with giving good answers
-a strong and powerful faith in people
-a true enjoyment in what they do.
(11, p. 281)

Any reviewer concerned with the development of thought related to leadership and managerial effectiveness should consider the comprehensive nature of the Handbook Of Leadership, in which Stogdill abstracted and analyzed over 3,000 reports of the theoretical and experimental information relating to forty subtopics associated with the concept of leadership (24). One particular analysis pertinent to this review is his analysis of factors of leadership based on 52 studies published since 1945. The factors which appeared most often were descriptive of various skills; the second group of factors concern the leader's relationship with the work group with which there were authority-responsibility interactions, and the third group of factors were concerned with such personality factors as energy, maturity, emotional balance, and independence. From another set of studies Stogdill concludes:

> "...in summary, there is considerable uniformity in the findings that autonomy and self-actualization are regarded as the most important and least satisfied needs of managers." (24, p. 117)

Several well known authors are worthy of note as they are mentioned enough in the bibliographies of other writers to be considered "common knowledge" in the management field.

In 1964, Robert Blake and Jane Mouton (4) published their widely read book, The Managerial Grid, in which they discuss various relationships between a manager's concern for people and concern for production. In so doing, they developed a nine-by-nine grid, positions on which are used to indicate different assumptions regarding the way managers approach situations involving people-production interactions.
Their assumption is that while all styles exist, the "9,9" is most desirable for this manager would embrace a maximum concern for both people and production, without conflict.

Fred Fiedler's (9) work took a different approach with his contingency model of leadership effectiveness. He believed that the best management style depended upon the situation in which the manager was working. The three dimensions which he determined as most relevant to determining as most relevant to determining leadership style were: (1) the leader-member relationsips, (2) the degree of structure in the tasks to be done, and (3) the position power which could be displayed and used productively by the manager in the work setting.

In the late 1950's, Robert Tannenbaum and Waren Schmidt (25) developed a theoretical continuum of leadership behavior which has stood the test of time. Current management texts continue to use this continuum as an example of the balance of managerial authority and subordinate freedom required to produce specific results. For example, if a manager wishes to make a decision and announce it to the employees, the use of authority is very high, and freedom for subordinates very low. However, if the manager presents a problem, defines the limits and then asks the group to make the decision, the balance of authority and freedom has been reversed. This concept becomes inportant in making style-related decisions for when making a routine decision, standard operating procedures, (the "telling approach") might be entirely appropriate. On the other hand, referring to the rules when there is an extraordinary set of circumstances might be dysfunctional for both the manager and the organization. An effective manager needs to develop competence in a variety of styles so as to be able to use the autocratic style where appropropriate, but not use it when a democratic-participative style would achieve more satisfactory results.

For several decades, Rensis Likert has been studying the characteristics of organizations and in 1961, he published his well-read New Patterns of Management. In it he describes organizations as Systems 1, 2, 3 or 4. In order to classify an organization, he considers its processes for leadership, communication, motivation, control, decision making, coordination, goal setting and evaluation. System 1 is at the autocratic end of the continuum and System 4 at the participative end. Effective managers, according to Likert, should be well aware of System 4 characteristics and extend their efforts in moving their organizations along toward the System 4 position where the managerial philosophy can be one of win-win rather than the traditional win-lose perspective of competetive business.

While observing many managers over the years, Henry Mintzberg (22) determined that effective managers performed a wide variety of roles. He classified these various roles as interpersonal, informational or decisional roles. In the first group, interpersonal, he described the roles of (1) figurehead, when performing a ceremonial function, (2) leader, when motivating employees, and (3) liason, when working with such external personnel as supplies, customers and governmental inspectors. In the second group of roles, informational, he describes (1) the monitor, when one collects and assesses information,(2) the disseminator, when one distributes information internally, and (3) the spokesperson, when one speaks to represent the organization in an external setting. In the decisional category of roles, Mintzberg describes (1) the entrepreneur role, when managers strive to improve their units, (2) resource allocator, when determining how and to who to allocate funds and materials and other needed resources, (3) disturbance handler, when the manager is confronted by strikes and other events beyond personal control, and (4) negotiator, when contracts, deals and tradeoffs are agreed upon. The implications for managers who wish to improve their effectiveness is to assess their skills in the various roles and work to improve those in which they are less strong.

From the period of 1950 through 1964, many other investigators and research teams added to the literature on effective leadership. Noteable among them are the works of Cartwright and Zander (7), Halpin and Winer (12), Hemphill and Coons (13), Kahn (15), Katz and Kahn (16), Katz, Maccoby and Morse (17) and Man (21).

Even though their methodologies and emphases differed somewhat, there is an interesting correspondence of concepts among the various investigators and teams. In 1966, Bowers and Seashore (5) summarized many of these studies and pointed to the existence of four dimensions of leadership which emerged: support, interaction, goal emphasis and work facilitation. Each of these were seen to be important dimensions for effective leadership within the organizational setting.

A more recent review of leadership literature relating to effectiveness is the work of Barrow (3) in which he defines leadership as "the behavioral process of influencing individual or groups toward set goals," and leadership effectiveness as "how well these goals are achieved." (3, p. 232). In an effort to gain a more thorough understanding of leadership effectiveness, he has drawn on past and current literature in the four areas relating to leader behavior, causation, effectiveness theories and normative approaches to leadership. From these works he has identified three variables for further study, organizational environment, leader charracteristics and leader behavior. It will be of interest to scholars in the field to follow the use of this conceptual framework in the continuing search for greater understandings in the field which will have an ultimate payoff for the practitioner.

Already, there are a wide variety of works available to the practitioner interested in becoming more effective. Some are concerned with a specific aspect of leadership such as New Ways of Managing Conflict (20), some build on a specific management theory or approach as Leadership Dynamics: A Practical Guide to Effective Relationships (14) and Leadership and Effective Management (10), while others build on related theory, as does Increasing Leadership Effectiveness (1). Still others are more of the "how-to" variety, as The Effective Woman Manager: Seven Vital Skills for Upward Mobility (23) and Leadership Vitality: A Workbook for Academic Administrators (6). For administrators who have the desire to read the works of the great names in modern management, such as Argyris, Bell, Bennis, Boulding and Drucker, Dowling's conversations with them as reported in the jorunal of Organizational Dynamics, are compiled (8) and is an alternative for the busy executive.

While there seems to be no specific consensus on exactly what constitutes "an effective manager" there is not much obvious disagreement that to be effective, a manager must be competent, be willing to live with risk and ambiguity, be able to maintain open lines of communication with superiors, subordinates and peers, be supportive of others, learn to take criticism constructively, be politcally sophisticated, have energy and an internal drive to achieve, plan wisely, use time wisely, act rather than react, and without a doubt, be able to produce desired results supportive of the goals of the organization.

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ORGANIZATIONAL BARRIERS

Lynch (15) and Frank(7) explain the federal laws that attempt to thwart discrimination on the job. The Equal Pay Act of 1963 prohibits discrimination on the job. The Equal Pay Act of 1963 prohibits discrimination in salaries and most fringe benefits on the basis of sex. It covers all employees. Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, also covers all employees. It prohibits discrimination in employment (hiring, upgrading, salaries, fringe benefits, and training) on the basis of race, color, religion, national origin, or sex. Executive Order 11246 as amended by 11375 applies to employers with federal contracts of over $100,000. This law prohibits discrimination in employment of all employees on the basis of race, color, religion, national origin, or sex. (Frank, 7) The Executive Order 11478 issued in 1969 prohibits sex discrimination in some federal government positions. (Lynch, 15)

Of what interest are all these governmental regulations to women in management? Edith Lynch, through her in-depth study of nearly 100 women in the middle and upper levels of management, learned that these women "regret that the equalization of working conditions has had to come about through legislation rather than from within." They are concerned about "token women being placed in positions of responsibility too quickly, but also realize that "equal pay for equal work and equal opportunities to advance when and if capabilities are proved is long overdue." "Wasted feminine management since time began is a facet of life," declares Lynch. She continues, "With the complicated problems facing management today no such talent should be wasted, and if laws will help them most women favor them." Lynch, 15.

Recent studies, articles and commentaries on women in management seem to indicate that, despite legislation, barriers or obstacles still exist which can hinder the career development of women. According to Sandra Ekberg-Jordan, (5)

> "....the obstacles women face fall into three categories: obstacles within individual businesses, largely those imposed by people, mostly men; obstacles within society itself; and obstacles within women themselves." (5, p.9-12)

This review is concerned primarily with obstacles within the individual businesses rather than social or personal barriers.

Salaries

In Emerging Woman: Career Analysis and Outlooks, Osipow presents (17) a table of median incomes for categories of occupations. In the manager, administrator (except farm) category, median incomes for males and females and percentage of male income earned by females for 1939, 1962, and 1972 are presented. The information in Osipow's table was taken from the US Bureau of the Census, Current Population Reports. In 1939, median incomes for male and female managers and administrators were $2,254 and $1,218, respectively, with females earning 54.0 percent of male income. In 1962 the respective figures were $7,454 for males, $4,311 for females and 57.8 the percentage of male income earned by females. In 1972, female managers and administrators earned 53.2 percent of male administrator income with meidan incomes of $13,741 for males and $7,306 for females. (Osipow , 17)

Sandra Ekberg-Jordan notes in an address, "The Woman Manager: Opportunities and Obstacles," that there is a disparity in earnings between men and women.

> "Another Department of Labor study indicates that in 1973 women professional and technical managers earned a median year-round, fulltime salary of $9,095, which represented 65% of men's income for similar positions, while women managers and administrators in non-farm occupations earned $7,988 or 54% or men's income." (5, pp.9-12)

She feels that this is true for two reasons. First, "women have usually been paid less than men for the same kind of work, and second, women have usually been relegated to lower levels within specific job categories." (Ekberg-Jordan, 5)

Eli Ginzberg and Alice Yohalem, in Corporate Lib: Women's Challenge to Management, state that in 1968, "the median income of year-round, full-time female managers was $5,635, only about 55% of the $10,340 median income of male managers." The published data may show a smaller difference in income between male and female executives than actually exists. Other factors must be considered.

> "Some fringe benefits, executive insurance and investment in training may be restricted to males. Most of the stock option systems are designed by males to pay themselves more compensation at lower tax rates. Many companies pay membership fees for their officials to enjoy the privileges of exclusive executive clubs. Although business problems may be discussed in these places, women are rarely permitted entry to them." (Ginzberg, 8)

These sources suggest that salaries of executive women are noncommensurate with those of their male counterparts. Salary differentials can be regarded as indicators of an organizational inequity facing women administrators today, but they can also be regarded as actual barriers to career advancement. Betty Lehan Harragan suggests this in her article, "How To Come Back From Starting Too Low." She addresses the situation in which a woman accepted without negotiation, a salary offer from a firm while a man negotiated a higher salary. When the time came for a percentage merit raise, the man was promoted into the next higher category and received a title change, because his raise brought his salary beyond the range of his original job classification. However, the woman's new salary, with the same percentage increase as that received by the man, did not break through the job classification range. The two salary patterns diverged more with every percentage increase, until at the end of ten years there was a $10,000 difference in salary and a one-step difference in title.

Addressing the female executive, Harragen states:

> "All this happened because you didn't negotiate your starting salary, whereas your associate did...at this stage, your only solution may be a job change, moving to a company where you start at the salary you now know the job can command." (9, pp. 8-10)

A salary differential may well become a type of "trap that snares the majority of advancing women." (Harragan, 9)

Placement and Titles

In her book, Making it in Management: A Behavioral Approach for Women Executives, Margaret Fenn suggests that there are two kinds of jobs in which a woman may be placed. Each kind has its own decision-making responsibilities, status communication flows, and promise for future development.

The first type of placement involves a job that is on the ascending framework of the organizational chart. It deals directly with the objectives of the organization. These are the career ladder positions that eventually lead to upper levels of management.

The second type of placement includes support services of the organization. Advancement to upper management is difficult in these areas because they are primarily supportive, with little decision-making directly related to the objectives of the organization.

> "An examination of organization charts, titles, and occupants will show women placed in the support service areas rather than in the career ladder progression jobs." (Fenn 6)

Titles and the authority associated with them may also be barriers. A title such as Assistant to the Director may be more of a barrier than that of Assistant Director.

> "The inclusion of the word *to* in the title sets up the expectation that the occupant of that title will never make decisions in her own right. The assumption is that decisions are always made in the name of the director... the salaries attached to the *Assistant to* position oftentimes are much less than the salaries attached to the *Assistant* positions." (6)

Nancy Hooyman and Judith Kaplan (12) also mention titles in their article "New Roles for Professional Women: Skills for Change." :

> "Use of titles, especially in an academic setting, becomes a way of bestowing...or withholding...recognition and thereby power; for example, a male administrator may use all the appropriate titles when referring to other men, but call a woman Mrs. or Miss rather than Doctor. Men can diminish a woman's influence by referring to her as a girl or gal, particularly if she is the one female member in an agency or committee." (Hooyman ,12)

Development and Promotion

Martha Burrow, in an AMA survey report entitled *Developing Women Managers: What Needs to Be Done*? presents the results of a survey taken in 1976 in which 1,858 members of the American Management Association completed a questionnaire. The objective of the study was "to determine managerial attitudes toward the developmental needs of women". Several vital factors regarding the managerial development of women were discovered. Few programs were found that actively draft women into development programs:

> "Although a small number of respondents (3.8%) indicated that women were included in management development programs on a quota basis as representatives of a minority, very few programs...only 8.9%...specifically recruited women. By far the bulk of the respondents said that women were drafted into development plans informally, as qualified candidates were discovered." (4)

It is concluded from this that the identification of women who are qualified candidates is the necessary factor in managerial development.

> "Yet, over half (57.5%) of the respondents considered only a limited pool of women to be qualified to become managers. Though men were more doubtful than women, even the women respondents were uncertain of how many women qualified for management development ...the majority cited lack of education, experience, motivation, and career development as the principal problems." (Burrow ,4)

A speech by Vice Chairperson Jayne Spain, U.S. Civil Service Commission entitled "Job Stereotyping" includes some comments regarding the importance of training in the advancement of women. "Women, as well as men, should be included in training programs designed to enhance their qualifications for advancement." She suggests that supervisors should look for the "bright young person" when selecting candidates for participation in training programs, rather than automatically looking for the "bright young man." Also, she reminds women who have advanced to high levels in organizations to remember and encourage women still striving for advancement. (Spain , 19)

Her advice, were it taken, would help to eliminate situations which give rise to one woman's observation that, "While my male colleagues are sent for enrichment training, there is always a remedial connotation in the management's suggestion that I take this seminar or that" (Baron , 2)

Biles and Pryatel (3) , too, emphasize the importance of management training programs for both male and female candidates. They note that respondents in the Burrow study (Burrow, 4) listed development courses as "one of the most important...and most neglected...management education needs" and expressed their disappointment over the presently offered "package" programs, saying that these "call for attendance by women with other women and are usually taught by women consultants or professors" Instead, women want discussions on "mutual management problems" in seminars including both men and women. (Biles, 3)

Sponsorship

From a study examining a large U.S. corporation's manpower system, John Aplin describes four phases in a professional's career, each with a set of problems and concerns. They are: *trial stage, growth/preparation stage, productive stage, and decline stage*. Aplin notes that there is generally a high probability of turnover in the trial stage and that situations that lead to managerial success should be defined. He presents several developmental factors necessary for managerial success. Of these, extrinsic factors (those in the work environment) and random factors (including exposure) are of interest to us. He states that job assignment and the employee's immediate supervisor are the most important extrinsic factors. "One could say the leaders within organizations are created and molded by early job experiences, not hired." Also, exposure to top management is necessary if an aspiring professional is to succeed. (Aplin, 1)

The need for sponsorship is emphasized in *Emerging Woman: Career Analysis and Outlooks*. Sponsorship is necessary for "the sharing of trade secrets, gaining recognition for achievements, fostering of career commitment, and putting a person in touch with job opportunities." (Osipow , 17)

Rosabeth Moss Kanter, in her comprehensive study, *Men and Women of the Corporation*, considers sponsors as "absolutely essential" for women, though women find sponsors much harder to come by than do men. She finds four major functions which sponsors fulfill: they teach and train; they stand up and speak for the person during controversy or promotion consideration; they enable the person to bypass thehierarchy of information; they serve as a source of reflected power for the protege. (Kanter , 13)

More recently, two articles have supported a contradictory viewpoint. In fact, Agnes Missirian (16), in "The Female Manager as a Shelf Sitter," suggests that the sponsorship effect may actually inhibit the career development of female managers. By studying the career progress of twenty-one female managers in large Boston corporations over a ten year period, she discovered that male sponsors may be dangerous to a woman's career development. A woman may follow the sponsor on his route to the top, only to remain at his level when he is shelved, or she may be abandoned when the fast-rising executive attains a certain level.

Theodore T. Herbert and Edward B. Yost (10), in "Women as Effective Managers...A Strategic Model for Overcoming the Barriers" also discuss the protege-mentor type of career development. The idea is that a future manager is informally trained by his or her immediate supervisor through assignments to "progressively more difficult and responsible positions." The mentor, however, has control of the situation and as Herbert and Yost point out, "If this mentor holds a belief that management is in fact a male only profession, it is doubtful that the woman protege will ever move up based on her abilities alone." (Herbert, 10)

The contradictions in the literature regarding the benefits of the sponsor-protege relationship may point to a change in the traditional idea of the male as protector and helper of the female, or it may point to a changing awareness of the benefit-cost factors inherent in any organizational relationship.

Communication

The importance of effective communication on many levels (including a manager's communications with boss, subordinates, and peers) is mentioned in the literature. In "The Androgynous Blend: Best of Both Worlds?" by Alice Sargent, it is suggested that "managers spend between 50 and 90 percent of their time in interpersonal communication." (Sargent , 17)

In her book, Games Mother Never Taught You: Corporate Gamesmanship for Women, Betty Lehan Harragan discusses the "jargon of the business game." She suggests that business terminology is predominantly male-oriented, having been transformed from proper English speech to a language nearly foreign to the female culture.

> "Male business terminology is almost foreign speech to women, replete as it is with secret codes, double meanings, and colloquial slang...the working world vocabulary falls into three general subject categories: military derivations, sports lingo, sexual allustions." (9)

Harragon feels that the working woman must learn to translate this language in order to communicate effectively. In order to be successful in a communication situation, she feels that a woman must force the men to speak her language, English, rather than theirs. Because men may not be good at this, control of the communications system can shift to the woman, giving her an advantage. "Knowing a foreign tongue perfectly is one thing, but control of the situation comes from never revealing that you know it, and never speaking it in front of the natives." (9)

Organizational Hierarchy

Norm Wikler (20), in "The Second Struggle," suggests that women's equality has made great gains by breaking the formal barriers of entry into formerly male professions. However, a new set of barriers must be faced as women try to move up to leadership and authority positions. One issue that warrants special investigation is, as Wikler puts it, "The Nature of Hierarchical Institutions and the Effects of Hierarchy on Women Professionals."

Margaret and Warner Woodworth (21), in "The Female Takeover: Threat or Opportunity," briefly discuss the issue of hierarchy, giving statistics showing that women administrators are often at the lower levels of the hierarchy: "...women comprise only 15 percent of entry level positions, five percent of middle-level positions and barely one percent of the top level jobs." The authors point out that women are often placed in staff jobs, with their "accompanying lack of clout or longetivity," rather than in line management positions, those which present opportunity for decisions regarding the firm's profitiability. (Woodworth, 21)

Betty Lehan Harragan draws a verbal picture of the corporate hierarchy as a pyramid consisting of various layers of hierarchical levels. New levels can be "inserted at any layer in the pyramid without changing the internal structure because the relationships between the levels remain constant." This practice, however, inevitably pushes all lower levels further downward, causing an automatic downgrading of lower positions. She warns women, "Whenever a new job is inserted between you and your boss and you are told to report to the new individual (who now reports to your old boss) you have witnessed insertion of a new hierarchical level. And instantaneous demotion of your position." She seems to believe this is one way that the corporate organization keeps women in the lower levels of the pyramid.

Harragan sees the hierarchical structure as "abstract and impersonal" and states:

> "This impersonal quality indigenous to hierarchical structures is an early stumbling block for many women entering this foreign environment. They assume *they* are *important* and that they can make the task or job into something better or more important to the company. This is literally impossible in a hierarchy; expanding a defined job means moving into someone else's territory or, as women often end up, doing two jobs for the price of one. In a hierarchy, the person in the *rank* position gets credit for satisfactory performance of duties belonging to that rank...It's immaterial whether the incumbent is overqualified or minimally competent as long as the limited tasks assigned to that slot are completed satisfactorily." (Harragan , 9)

Stereotypes, Assumptions, and Myths

Women in management face one barrier which men rarely encounter--existing sex-role stereotypes. As Herbert and Yost put it:

> "...even if a woman is adequately prepared in a cognitive sense by training and development programs, the supervisors that control her upward movement may well limit her advancement because of inherent and unconscious biases." (10)

An examination of these biases, myths, stereotypes and some of the research performed in discovering their effects is in order.

Martha G. Burrow, in her much-cited report, lists five universal assumptions about women being unworthy of development:

1. Women are too emotional to make the rational decisions required of a manager.
2. Women are sick or absent from work more often than men.
3. Women have a higher turnover rate than men.
4. Women do not have the motivation to succeed because they do not have to work.
5. Women do not have the capability for scientific and technical skills.

George E. Biles and Holly A Pryatel, (3) as reported in "Myths, Management and Women," find that the greatest obstacle for women to overcome in their move from "helping" roles (Burrow calls them "assistant" roles) into management ones is the "negative conception of women workers." In their article, the authors list and refute a number of myths presently operative in both business and social environments.

Some "unconventional commentary" in response to the conventional barrage is offered by Rosalind Loring and Theodora Wells (14) in Breakthrough: Women into Management. The "conventional barrage" includes typical questions asked or thought about by the common organization man in considering the idea of women in top management positions. They deal with questions on commitment to a career versus the woman-wife-mother roles, women's plans for family, turnover and absentee rate, emotional stability, hormonal changes, loss of femininity when assuming managerial roles, sexual tension if women join management ranks, social niceties, hard cash considerations, and female activism. (Loring ,14)

In her speech, "Job Stereotyping: A Time for Change," Jayne B. Spain trying to explain what sex discrimination is about, quoted from Walter Lippman's book Public Opinion: "For the most part we do not see first, then define: we define first and then see." Spain sees mental attitudes and habit patterns as the greatest obstacles to women seeking top positions. She goes on to explain that the ancient attitude that "women are basically inferior, that their place (with few exceptions) is in the home, and that they don't really need jobs because men are the real breadwinners...is so deeply ingrained that many people are not aware that they have it--in fact, they deny it, and that is why it is so hard to change." She views the idea of "occupational genders" as hampering any woman who desires to rise to a position of responsibility, expecially in "male" professions. In an attempt to dispel some of the "myths about female workers which employers use as alibis for not hiring women," Spain cites some 1973 labor statistics:

> Myth--Women take...more sick leave than men.
> Fact--National average for sick leave for women is 5.9 days, for men, 5.2.
>
> Myth--Most women don't really have to work. They just want extra money for hair-dos, clothes and luxuries.
> Fact--Survey of 37 million working women showed 23% were single 17% were widowed, divorced or separated from their husbands, and 22% had husbands with income between $3,000 and $7,000 a year.
>
> Myth--Women only work until they have children and then they stay home.
> Fact--Two thirds of women on Government maternity leave in 1967 were back on duty by May of 1968, and more go back when their children are older.

Alma S. Baron, (2) too, found some encouragement in the responses to some of her questions, as reported in "New Data on Women Managers." In an attempt to discover just how women in management were faring, Professor Baron sent out questionnaires to 6,300 women in managerial positions throughout the 50 states, and she was enthused that 90% of the women cited general management problems "rather than sex-related ones" to two open-ended questions:

> "What aspects of your job are most difficult for you to perform" and,
> "What do you find to be your biggest management problem"

However, when she asked, "Do you feel that you are receiving the same kind of management training as the male colleagues with who you work?" and"Do you feel that you are receiving guided, practical experience from your colleagues?" she received 23% negative responses to the former and 27% negative responses to the latter. In examining the responses she discovered "reinforcements of what society has prescribed as woman's role:

> "She is not a serious contender; she is a sex object only; she is working just for pin money or until her husband makes enough money for her to quit her job; she is not a colleague in the true sense of the word; she is not serious about a committed career." (2)

Baron goes on to explain that, though most of these statements are invalid, myths persist "only because they have been around so long." She also reviews some of the "natural" responses a man who holds the traditional beliefs would make. Professor Baron concludes, "it is natural, and all too easy, to follow the path of the past."

More discouragement is found in a Northeastern University MBA student study and a reported personal experience. A survey conducted at Northeastern University and reported in "Sex-Role Stereotyping Among Future Managers," replicating one earlier conducted by Rosen and Jerdee in which subjects were asked to assume a role as an important manager in a hypothetical organization and then, to each subject, rating the pair's work as either "superior" or "poor" (points adjacent to the endpoints of a 7-point scale). The subjects were then asked to rate (a) how personally responsible they felt for the joint performance outcome and (b) how they expected to perform on a similar task in the future."

The analysis of the responses to the question, "To what extent do you feel personally responsible for your pair's joint outcome?" revealed that women "took less credit than men when successful, and took more blame than men when they had failed." However this tendency didn't prove to be uniform for all male and female subjects. Instead, results showed that:

> "...subjects, whether men or women, took more responsibility for success when they worked with a female rather than a male, and more responsibility for failure when they worked with a male rather than a female. Thus, despite women's general propensity to downgrade themselves, the actual degree to whcih this occurred was found to vary with the social context in which they worked." (11)

To check on whether or not the commonly held stereotype that male coworkers are the more competent, the subjects were asked to rate their parimates on a nine-point "competent-incompetent" scale. The male parimates were rated as more competent than the female pairmates, and the women subjects, in general, approached the task with lower performance expectations than did the men, indicating that at least some of the common stereotypes are held by both sexes.

Summary

The sources for this review range from articles and books that are purely speculative to those that are opinion, yet appear to be reasonable and generalizable, and, finally, to sources based on careful, detailed studies. Consensus seems apparent in the defining of various organizational barriers to the advancement of women in management. These barriers seem to fall into the general categories of: salaries, placement and titles, development and promotion, sponsorship, communication, hierarchy and stereotypes, assumptions and myths.

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A review of the selected
literature pertinent to the Project.

Albright, S. "Informal Interaction Patterns of Professional Women.", Human Services Monograph Series, May 1975.

Albright's hypothesis is that "segregated informal interaction patterns become the basis for institutionalized sexism. The values of a group impose constraint on the individual and his/her values. Women do not often feel comfortable in an informal setting. It is of importance to women to develop the role of significant others in their lives to facilitate integration into the informal system. Conclusion: "Because the professional woman is often excluded or excludes herself from the male informal interaction network, she does not have access to those significant others that would aid her mobility within the organization."

Alpander, Guvenc G. and Gurmann, Jean E., "Contents and Techniques of Management Development Programs for Women." Personnel Journal, Vol. 55, February 1976, pp.76-79.

A comparison of the training and development needs of male and female executives and discussion based upon these findings set forth. (Personnel Management Abstracts, Summer 1976)

Arber, Sara,Mason, Karen and Czajka, "Change in U.S. Women's Sex-Role Attitudes, 1964-1974.", American Sociological Review, Vol. 41, August, 1976.

Using data from five surveys conducted between 1964, and 1974, this article suggests that there has been considerable movement toward more equal role definitions among males and females during the past decade. Finds that there has been a decline in the number of women who believe that the male of the family must be the breadwinner. Fewer women feel that "maternal employment is harmful to children's well-being." Higher levels of education and more recent employment experience are associated with less traditional outlooks.

Argyris, Chris, Increasing Leadership Effectiveness, Wiley Interscience, New York, 1976.

Three objectives are proposed by the author: to make a contribution the the beginnings of a theory of adult learning; to relate adult learning to the beginnings of a theory of effective leadership and to develop a learning environment that helps people to discover their present theories of action. The experimental methodology and results are presented, as well as sections on the nearly four years of learning seminars.

Bansfield, Emiko and Cunningham, Elain Ph.D., "Women In Middle Management Positions: Characteristics, Training, Leadership Style, Limitations, Rewards, and Problems." Dissertation Abstracts, United States International University, Psychology, Industrial, 1976, p. 1952-B, 1953-B.

Eleven conclusions were drawn. Four dealt with masculine characteristics in women managers, including strong positive relationship between masculine characteristics and high self-esteem, the apparent compatibility of these two characteristics, professional role requires women managers to develop masculine characteristics and women in nontraditional professions seem to have overcome influence of sex-role stereotyping. Other conclusions of this study were:

--Most barriers to women managers are rooted in cultural attitudes regarding sex-role stereotypes.
--Women managers tend to have well integrated personalities with high levels of self-esteem and satisfaction.
--There is no prescribed educational pattern for women managers.
--Leadership style may be characterized as team approach.
--Protege system and informal structure are organizational limitations.
--Women have best opportunity for advancement by staying with one organization where they become recognized and accepted, working through each level.
--Sense of accomplishment, money, enjoyment and challenge are motivators for women managers.

Basil, Douglas C., Leadership Skills for Executive Action, American Management Association Publishers, New York, 1971.

Deciseveness, acceptance of responsibility, openness and accessibility fairness in evaluation, and a sensitivity to subordinates feelings are needed of a successful leader. Basil provides insights into delegation, management controls, communication, motivation and incentives, power and authority. He believes this book can help the practicing manager develop the skills needed, and how to use these skills in the solution of management problems. It forms a supportive companion to the author's 1970 book, Managerial Skills for Executive Action, which emphasises division of tasks, allocation of responsibility, line and staff responsibilities and similar topics.

Bem, Sandra and Bem, Daryl, "Case Study of a Non-Conscious Ideology: Training the Woman to Know Her Place", Beliefs, Attitudes and Human Affairs,

People are still motivated in their actions and thoughts towards women by hidden prejudices which may be subtle but nevertheless powerful. Bem and Bem refer to this as the "non-conscious ideology" which affects the achievement patterns of women, as well as the interactions between men and women in general.

Bolton, Elizabeth B. and Humphereys, Luther W. "Training Model for Women -an Androgynous Approach.", Personnel Journal, Vol. 56, May, 1977, pp. 230-234.

Both management and women workers are asking for re-examination of traditional training and development practices. An androgynous approach, based on the existing model that has worked well for men, should be expanded to include women, with similarities, rather than differences in abilities recognized. Such a model is presented in this article.

Boyle, M. Barbara, "Equal Opportunity for Women is Smart Business," Harvard Business Review, M-J, 1973.

This article lists certain key factors which should act as "motivators" to industry. These include the following:

(1) An awareness that with the increasing participation of women in the work force, women comprise a valuable resource for business and industry.
(2) Government policies such as the withholding of federal contracts and diligent enforcement of Equal Employment Opportunity guidelines impact business.
(3) The Women's Movement has increased the awareness of women and has caused them to be more participatory in seeking equity (i.e. an increase in discrimination law suits.)
(4) Concern about public image: with organized women's groups publicizing instances of discrimination, businesses are becoming concerned with the development of women's economic power as a tool of social protest.
(5) There is an increasing challenge to business and industry to find competent people for administrative positions and women should not be ignored in this search.

The article goes on to suggest that in order for change to occur, there must be viable affirmative action programs in operation and suggests steps for insuring the viability of affirmative action programs.

Brooks, Rebecca; Downey, H. Kirk; Greer, Charles R., Sex Role Stereotyping by the Female Executive, Rosen and Jerdee Revisited, Faculty Working Papers Oklahoma State, Stillwater, Oklahoma.

An earlier study by Rosen and Jerdee was replicated. The original study had demonstrated sex discrimination by managers responding to hypothetical decision making situations. The present study used the same methodology but the subjects were women executives. Results show that while the women subjects showed significantly less sex bias in their decisions, they were not totally free of the traditional sex-role stereotypes which lead to sex discrimination.

Brown, David G.,"Leadership Vitality", American Council on Education, Washington, D.C., 1979.

This project report is presented as a "workbook for academic administrators" primarily college and university executives who "seek new ideas, self-improvement, revitalization, and institutional renewal. The content is based on a series of interviews, workshops convened in conjunction with national professional meetings and a three-day Leadership Vitality Conference in June, 1979. The stated purpose of the workbook is "not to describe good leadership, but to help develop it."

Buchanan, Christopher, "Why Aren't There More Women in Congress?", Congressional Weekly Report, Vol. 36, August 12, 1978, pp. 2108-2110.

Discusses some of the problems which women candidates have encountered as they have run for elected office. These problems include lack of financial resources and lack of party support. Looks at some of the congressional elections in which women are seeking office.

Burke, Ronald J., and Weir, Tamara, "Readying the Sexes for Women In Management" Business Horizons, June 1977, pp. 30-35.

This article reviews the preparation offered by York University to men and women students of management. There has been a recent increase in the number of women students in management due to the following factors:

(1) Schools are more actively recruiting women students.
(2) Traditional areas of employment for women are becoming tighter (such as social science and education).
(3) The Women's Movement has impacted choice making for women.
(4) Equal Employment Opportunity legislation.

York University offers a workshop designed to investigate issues surrounding men and women employed in management which encompasses personal barriers to professional achievement such as:

—examination of the socialization process
—masculinity/femininity, self-image, level of aspiration
—attitudes toward success and achievement, stereotypes and myths.

Organizational barriers to professional advancement are also discussed:

—formal and informal aspects of businesses
—wage disparities
—exclusion from the promotional stream
—personal isolation and lack of role models

Burrow, Martha G. "Women: A Worldwide View of Their Management Development Needs.", American Management Academy, American Management Publishers

As more people are recognizing that biology does not determine destiny, the fact that women are undertuilized especially at top management levels becomes more obvious and more pressing. This report is based on three basic considerations concerning the relationship between women and management as follows:

(1) Women should have the opportunity to become managers.
(2) Many executives want to train women.
(3) Effective training programs must be designed through analysis of perceived as well as actual performance requirements of the population to be trained.

The hypothesis of this article is that if the economic potential of women is demonstrated, discrimination will cease to be a problem.

———, "Developing Women Managers: What Needs to Be Done?", American Management Survey Report, AMACOM Publishers,

Management is defined in this article as "using resources in a coordinated fashion to achieve stated goals and to create resources as required." Women often enter management positions in a haphazard and unorganized manner. Male managers, under the misperception that there is a limited pool of competent women to fill management positions; therefore, there are few women actually in management positions. However, most respondents to Burrow's survey perceived no difference in working with women as compared to men managers. Most respondents to this survey indicated that the development of women into management positions will require an increase in awareness, education, opportunity and experience.

Carnes, William T., *Effective Meetings for Busy People*, McGraw-Hill Publishers, New York, 1980.

Provides how-to's for effective meetings, concentrating on organizing and conducting an open conference type session in which all parties participate in decision making. Also suggests problems to avoid that cause unsuccessful meetings, ways to improve interpersonal communication, and ways to impact some established traditions, to get down to fundamentals of productive meetings. Includes a number of chapters on "gold-fish bowl" techniques, on committees and on productive use of parliamentary procedures.

Chapman, J. Brad and Luthans, Fred, "The Female Leadership Dilemma," *Public Personnel Management*, Vol.4, May/June, 1975, pp. 173-179.

"The solution to the female leadership dilemma is not just one of placing more females in responsible management positions. Instead, the longer run solution to the female leadership dilemma involves new thinking and specific programs in the areas of recruitment, selection, placement, training and organizational development..." (INFORM Abstract)

Costick, Rita M., "Women in Educational Administration," Department of Health, Education and Welfare, *Profiles and Resources*, 1978.

Profiles of seven women in educational administration from diverse backgrounds, outlining "personal background, skills and competencies for successful administration and how those might be obtained; rewards and positive aspects, as well as drawbacks...recommendations for other women and future projections both individual and collective." Successful use for this publication is inclusion into educational leadership programs (administrative classes/workshops and conferences).

DeCarlo, James and Lyons, Paul R., "A Comparison of Selected Personal Characteristicts of Minority and Non-Minority Female Entrepenuers." American Management Association Meeting, Atlanta, Georgia, August 8-11, 1979.

Samples of minority and non-minority females and females in general were compared using personal characteristics and expressed values and needs. Female entrepreneurs differed significantly from females in general, however, minority female entrepreneurs and non-minority female entrepreneurs have much in common on business and background characteristics. Minority female entrepreneurs seem to have less need for control/dominance than non-minority females.

Donovan, Molly Walsh, Ph.D., "Beliefs of Women in Role Innovative and Traditional Professions about Themselves and Their Female Colleagues," Dissertation Abstracts, The George Washington University, Psychology, General, pp. 5809-B.

In spite of the many changes in our society brought about by the Women's Movement, many high prestige, high paying professions still have only a token percentage of women. An important reason for this is the widespread belief that women are incompetent or otherwise unfit for work in those fields. This study compared beliefs, regarding competence and possession of "feminine" and "masculine" personality traits of two groups of women, those about to enter male-dominated fields (role innovators) and those about to enter female-dominated fields (traditionals). The expected differences between the groups in their success mainly to the internal causes of ability and effort and their failure to lack of effort.

Douglas, Priscilla Delahunt, "An Analysis of Demographic Characteristics and Career Patterns of Women Administrators in Higher Education.", Ph.D. Dissertation Abstracts, The University of Connecticut, 1976, p-653,654-A.

The purpose of this study was to analyze the demographic characteristics and career patterns of women adminsitrators currently employed in higher education. The major differences between academic and non-academic adminstrators were as follows: the average academic administrator was older, held a Ph.D. degree, and held the rank of Professor. The average non-academic administrator held a Master's Degree, held no rank, and had little teaching experience. Academic administrators' most common career route was that of academic position to academic administrator. Non-academic administrators exhibited no definite career route. Additional research is needed on the career development process of women, significant pre-college experiences which shape professional women, and support systems which facilitate the occupational choices of women administrators.

Dowling, William (ed.), Effective Management and the Behavioral Sciences, AMACOM Publishers, New York, 1978.

Twelve conversations, originally reported in Organizational Dynamics, responds to the questions: How do the insights you have apply to specific problems faced by managers? and What evidence do you have that these insights are useful to the practitioner? Included are interviews with Argyris, Bell, Bennis, Boulding, Drucker, Herzberg, Homans, Likert, McClelland, Roethlisberger, Skinner and Whyte.

Duke, James T., Conflict and Power in Social Life, Brigham Young University Press, Provo, Utah, 1976.

The author's objective was to present the major contributions to conflict theory in an easily understandable manner to the new student of conflict theory. The classical theories of Marx, Weber, Sumner, Simmel, Mosca and Michels lead to game theory, competing theory and other contemporary perspectives, concluding with values, ideology, and causal explanations of conflict.

Elster, Kurt Robert, "Sex Bias in Promotion Decisions for Males and Females in Managerial and Nonmanagerial Positions", Illinois Institute of Technology, Dissertation Abstracts, Psychology, Industrial, p. 4518-a.

The current study was designed to investigate sex bias in promotion decisions for male managers, male nonmanagers, female managers, and female nonmanagers. The bias scores were then correlated with particular work related need measures. The results of this research suggest that different organizational responsibility based upon the sex of the candidate. While both male and female managers exhibited bias at chance levels, male and female nonmanagers significantly biased their promotion decisions in favor toward their own sex. It was suggested that possibly managers develop greater objectivity by virtue of their experience in evaluating employees. On the other hand, employees who are more objective may have a greater chance to be selected for management.

Fiedler, Fred E. and Chemers, Martin M., *Leadership and Effective Management*, Scott Foresman and Company, Glenview, Illinois, 1974.

This book deals primarily with the leadership of task groups in organizational settings—departments, committees or similar subunits—which assign tasks, appoint leaders and evaluate group performance. The authors reinforce Lewin's famous dictum that there is nothing as practical as good theory as this is not a practitioner's "how-to-do-it" manual. However, the implications for managerial practice are certainly readily available to the careful reader. Concepts and relationships of (1) task structure, (2) leader position power and (3) leader-member relations are analyzed in view of overall effectiveness. The author's conclude that the style of effective leadership varies with the definition of the situation—certainly a strong position of contingency management.

Flory, Charles D. (ed.), *Managers for Tomorrow*, Mentor Book, New York, 1965.

While written in a decade when mangerial material was always described from the male perspective, it is nonetheless a valuable paperback for those interested in a humanistic perspective of the person, the process, the responsibilities and the purposes of managers. There are enough real life examples from the experiences of the staff of Rohrer, Hibler and Replogle, industrial psychologists, to keep it practitioner oriented, but not so many as to get the reader side-tracked from the main issues.

Forgionne, G.A. and Nwacukwu, C.C., "Acceptance of Authority in Female-Managed Organizational Positions", *University of Michigan Business Review*, Vol. 29, May 1977, pp.23-28.

This study seeks answers to such questions as: what influences acceptance of authority, are there differences in male and female manager aspirations and turnover rates, what role demographic factors play in the acceptance of authority, etc. (*Personnel Management Abstracts*, Fall 1976, p.9)

Fournies, Ferdinand F., *Coaching for Improved Work Performance*, Van Nostrand Reinhold, New York, 1978.

This "how-to" book of practical techniques show managers how to encourage employees to stop doing what they should not be doing and to start doing what they should be doing. For each ineffective concept now in popular usage, the author proposes alternative useable practices based on research and theory drawn from his twenty years of managerial experience.

Fretz, C.F., and Hayman, Joanne, "Progress for Women—Men are Still More Equal", *Harvard Business Review*, Sept.-Oct., 1973, pp. 133-142.

This article assesses the impact Equal Employment Opportunity guidelines have had on employment opportunities for women, especially in the area of management. There persists a perception on the part of employers that women are not willing to take the risks and responsibilities associated with advancement. Business also perceives no threat from consumers in terms of enforcement of Equal Employment Opportunity policies—no economic pressure to end sexism in hiring and promotion policies. This study utilized a research survey of 20 business organizations including the Fortune "500" industrial companies- the remaining ten businesses were comprised of diverse organizations of similar rank on respective Fortune "50 largest" lists. Combined, these organizations employ 2 million persons--and with female officials and managers accounting for less than 1% of combined workforce. Methodology consisted of personal interviews and most of these were conducted at the vice-presidential level. The results of this study showed that conditioning affects people who "create, endorse, implement and monitor EEO programs", ingrained attitudes and conditioning interfere with implementation. Women are culturalized as well. Most companies have a higher priority on profit considerations than on implementation of EEO; such policies are considered to be draining profit. Such policies are perceived as unreasonable and impractical.

Gerrard, Meg, "Women: Their Own Worst Enemies," Humana Services Monograph Series, May, 1975, University of Texas-Austin.

This article reviews the socialization processes which impact men and women as to achievement and success. The hypothesis is that women do not perceive their successes to be the result of skill and ability, but rather their success is attributable to luck. Therefore, women do not build the confidence after initial success which is necessary for further achievement. The chance for personal gratification increases when there is a sense of confidence after initial success, which is necessary for further achievement. A sense of self confidence is imperative to optimism and capable performance and this may be the key element missing for women.

Glen, Mary Louise, Ed.D., "The Educated, Working Wife and The Division of Labor in the Household", The University of Toledo Dissertation Abstracts, Sociology, Individual and Family Studies, pp. 6343-6344-A.

This study was an investigation of females who had in fact pursued a graduate education beyond the bachelor's degree and by so doing upset the traditional structural imperatives. That is, in our society, the husband is assigned a superior status. It helps if he actually is somewhat superior in certain characteristics- height, or age, education, or occupation. Therefore, this study was an attempt to discover: (a) if families become more egalitarian when both husband and wife worked and potentially shared the breadwinning role, (b) if the division of household tasks was different in families where the working wife had an advanced degree as compared to families where the working wife had no degree, (c) if the division of household tasks was different in families where the wife had more education than her husband, and (d) if child-care responsibilities were shared by both husband and wife. The results of this study indicated that in families when both husband and wife work, there was not a great deal of sharing of household tasks. The wife seemed to be performing the traditional work of the home. College educated families appeared to be similar to non-college educated families with regard to the dividing of labor in the household. When the wife had more education than her husband, her score for the performance of household tasks was higher than if she and her husband had similar education. The sharing of child care responsibilites was done on a limited basis primarily in the areas of discipline and helping withthe children's homework.

Gordon, Francine E., and Strober, Myra H. (Editors), Bringing Women Into Management, McGraw-Hill Book Company, New York, 1975.

Intended to encourage and assist top management in bringing more women into upper management positions, the document provides an intellectual understanding of the issues and practical information on how to implement change.

Gould, Roger L., Transformations: Growth and Change in Adult Life, Simon and Schuster, New York, 1978.

Through anecdotes and personal histories, Gould presents his theories developed from his study of almost a thousand subjects. He believes that most problems of adult crisis and change are age-related. These changes are predictable and Gould explains why they are and how one can cope with such changes in creative ways to help lead a full adult life.

Grey, Gloria J.,"Equal Opportunity—Planning and Managing the Process of Change," Personnel Journal, Vol. 56, No. 4, April, 1977.

A comprehensive approach to equal opportunity planning and interpretation is suggested that focuses on organizational and social processes necessary to achieve permanent results. Organizational, interpersonal, and intrapersonal barriers to change are discussed.

Gross, Neal and Trask, Anne B., The Sex Factor and the Management of Schools, Wiley Interscience, New York, 1976.

Women outperform men as elementary school principals, conclude Neal Gross and Anne B. Trask in their recent book The Sex Factor and The Management of Schools. Based on a study of 189 elementary schools in 41 big city school systems, the book says student achievement and teacher performance were higher on the average in schools headed by women principals. Especially in schools in lower socioeconomic areas, women principals handled behavior problems more effectively and expressed greater concern for individual differences among pupils than their male counterparts. The superior performance of female principals, say Gross and Trask, may be partly due to their longer teaching experience before becoming administrators—women principals average about three times as much teaching experience as male principals. One third of the male principals, but only 3% of the women, had had no elementary teaching experience at all.

Haas, Linda Lee, Ph.D., "Sexual Equality in the Family: A Study of Role-Sharing Couples", The University of Wisconsin-Madison Dissertation Abstracts, Sociology, Individual and Family Studies, 1977.

The purpose of the dissertation was to examine a new style of marriage called "role-sharing", in which the husband and wife share equally the rights and responsibilities traditionally assigned to one or the other sex as part of their ideal family role. Surprisingly, only a minority of the couples chose to set up a pattern which valued independence and self-sufficiency of the partners. Most couples practiced an interdependent arrangement in which they depended on each other for breadwinning, for decision making and for domestic chores. Couples were generally found to adopt role-sharing, not as a result of an ideological commitment to the value of sexual equality, but rather in pursuit of other goals (e.g., self-fulfillment) they felt couldn't be reached through the traditional role model. Couples did report, however, that the feminist movement helped them realize that marital equality was a means to these goals. One factor which seemed to facilitate their role-sharing was that they were rather detached from sources of traditional norms (e.g., parents, religion, traditional friends.) Another reason they were able to maintain role-sharing was because they faced few of the traditional barriers to an egalitarian marital arrangement (e.g., inflexible jobs, belief in the importance of mother as sole caretaker of the children, lack of daycare). Finally, role-sharers were made more domfortable socially because they had role-sharing friends and lived in a liberal community.

Hansen, L. Sunny and Rapoza, Rita S., Career Development and Counseling for Women, Charles C. Thomas, Springfield, Illinois, 1978.

An exhaustive anthology of the literature concerning the career development of women, representing a wide variety of authors of diverse backgrounds in psychology, sociology, economics, counseling, teaching and personnel work. Reviews psychological and social issues for women as a back drop for the discussion of women's life patterns and career development.

Hart, Lois B., Moving Up! Women and Leadership, AMACOM Publishers, New York, 1980.

This book addressed to women exploring new roles in a rapidly changing job environment. More than 50 charts have been designed to help the reader assess leadership skills at all levels of management— skill areas include communication, human relations, counseling, supervision, management science, decisionmaking and planning. A section also deals with developing a personalized career plan.

Hennig, Margaret and Jardim, Anne, The Managerial Woman, Anchor Press, Garden City, New York, 1977.

A book suggested for reading not only by women who wish to identify and remove organizational barriers, but for men who wish to understand the problems of women at work and problems of men who are now being asked to share their organizational power. Following a discussion of the "conditioning" process, they review the personal and professional lives of twenty five women who made it to the top in major industries.

Herbert, Theodore, and Yost, Edward, "Women as Effective Managers-A Strategic Model for Overcoming Barriers," Human Resource Management, Spring, 1978.

This paper presents the barriers to the advancement of women into managerial positions; reiterating the concept of socialization as being an important factor. A strategic model for "developing women into effective managers" which suggests several different paths/approaches women might take. This study also reviews the significant essential influences upon "managerial" women including coaching, role-modeling, observation, experience, training and development.

Hollander, Edwin P., Leadership Dynamics: A Practical Guide to Effective Relationships, Free Press, New York, 1978.

This guide covers a wide range of topics including a review of both current and prior approaches to leadership, emphasizing the practicability of leader-follower relationships and the transactional approach which centers on the follower's responsiveness as the basis for the leader's legitimacy and ability to exercise influence.

Hopkins, Jan Hibler, Ph.D., "A comparison of Wives in Dual Career and Single Career Families," The University of Tennessee, Dissertation Abstracts, Sociology, Individual and Family Studies, p.1051-A, 1977.

The major purpose of this study was to identify and examine factors differentiating wives in dual-career families and wives in single career families. Dual-career wives also reported having fewer domestic responsibilities in the home and had a greater proportion of these responsibilities taken over by help other than the husband. Furthermore, these wives perceived their husbands as being less satisfied with the allocation of domestic responsibilities than did the single-career wives. Attitudinal variables indicated that both groups of wives were comparable in their attitudes toward women, marital adjustment, and number of feminine personality characteristics. However, dual-career wives were more likely to describe themselves in terms of traditional masculine personality characteristics.

Howe, Florence, "The Impact of the Women's Movement on the Campus Curriculum," National Conference on Higher Education

This article discusses the impact of feminist scholarship on the university curriculum and concludes that while there is a potential for the revitalization of many liberal arts areas through the additional perspective of women's studies, there remains a male centered curriculum unchanged in its ignorance and omission of women's issues and subsequently stagnant in addressing the needs for general education.

"How Men Adjust to a Female Boss.", Business Week, No. 2499, September 5, 1977.

As more and more women are moving into top management positions, more men are beginning to admit that a woman can be as good a boss as a man. Of course, not all men feel that way: various points of view are explored in this article.

Humphreys, Luther Wade, Jr. D.B.A., "Managerial Decision Making Profiles: A Comparison Between Females and Males," Dissertation Abstract, Business Administration, The Florida State University, p.2907-A, 1977.

The main objective of this study was to acquire and classify empirical data representing specific characteristics of decision making by female and male managers in commercial banks and to make a comparison between the profiles thus developed. The findings from the present study suggest that sex should not be a significant factor in assigning decision making responsibilities to managers. Certain personality traits may exert some influence on decision making activities, but these traits are found in individuals not sexes. Perceived job satisfaction can be influenced by job assingments requiring the making of certain types of decisions, and the sex of the manager may be a contributing factor to this satisfaction. It should be kept in mind that these relationships are not simple and straight-forward, but are very complex and undoubtedly interact with other environmental, organizational, and personal factors to exert their influence.

Hunt, Morton and Hunt, Bernice, Prime Time: Getting More Out of It After 35, Day Books, New York, 1979.

A new and optimistic look at middle age as a time to anticipate, not dread. No longer should one dread this period as the gateway to senility, but as an era of liberation from prior responsibilities and the time to enjoy a new feeling of freedom to make realistic adjustments in keeping with new perceptions. Much of the book focuses on married couples and their intimate relationships during midlife, although there is a positive attitude helpful to all.

Hyman, Ruth Bernstein, Ph.D., "The Relationship fo Inner-Direction and Time Competence to Four Stages of Adulthood in a Sample of Women in the Mental Health Professions," Hofstra University Dissertation Abstracts, Psychology, General, pp. 4988-4989-B, 1978.

Maslow (1968, 1970, 1971) outlined a theory of life-long growth, or self-actualization. Recent evidence has emerged supporting the delineation of distinct, predictable stages of adult development within that life-long process of maturation. This study investigated changes over four adult developmental stages (19-27, 28-34, 35-45, 45-55) in two aspects of personality discussed by Maslow and more fully developed by recent theory: (1) inner direction, i.e., autonomy and (2) time orientation. These traits were measured by the "Inner-direction" ("I") and "Time competence" ("Tc") scales of Shostrom's Personal Orientation Inventory (1963, 1974). Evidence was obtained in the study for the delineation of a distinct life-stage from ages 35-45 (stage three). The changes found for stage three imply that stages two and four are distinct developmental stages as well. Evidence for a break between stages one (19-27) and two (28-34), however, was slight.

Imundo, Louis V., The Effective Supervisor's Handbook, AMACOM Publishers, New York, 1980.

For the manager who supervises nonmanagerial employees, this collection of ideas presents practical advice and workable programs of help to supervisors in "resolving existing problems, avoiding potential problems and managing in ways that increase their effectiveness." A list of contents includes topics of selecting and training employees, improving communication, handling discipline and absenteeism, counseling, establishing standards, and assessing performance.

Irvine, Jacquline Jordan, Ph.D., "The Relationships and Sex Role Orientations, General Attitudes Toward Women and Specific Attitudes Toward Women in A Managerial Role.", AERA Convention, Paper Presented, April, 1980.

This study reviews the research on androgyny (Bem and Bem) and brings into question the relationship between sex-role orientation and attitudes towards women in order to ascertain whether persons of androgynous orientation are more liberal in their attitudes toward women. Attitudes toward women in both a specified and unspecified role were surveyed. Instruments for the survey were the Bem Sex-Role Inventory and the Attitudes Toward Women surveys. Results did not confirm the hypothesis and draw into question the validity of the Bem Sex Role Inventory. Conclusions were that it is possible the BSRI is more reflective of self-esteem than sex-role orientation since "male" typed roles are traditionally valued in a positive manner. Androgynous behavior may not be a solution to sex-role based discrimination.

Jourard, Sidney, "Lethal Aspects of the Male Role", Excerpt from the Transparent Self

This article surveys the dissipating and destructive features of the traditional male role covering four areas: manlinees and low self-disclosure, manliness and the lack of insight and empathy, manliness and incompetence at loving, the male role and dispiritation.

Kahne, Hilda and Kohen, Andrew, "Economic Perspectives on the Roles of Women in the American Economy," Journal of Economic Literature, Vol. 13, December 1975.

Reviews recent economic literature on women, including areas such as labor force participation, differentiation in the market, the household, marriage, fertility, child care, income tax legislation, social security legislation, and poverty, and develops a statistical framework for analysis of women and work.

Kalish, Richard A., Late Adulthood: Perspectives on Human Development, Brooks Publishing Company, Monterey, California, 1975.

While this is essentially a supplementary text for the student of aging, it certainly has information to offer anyone interested in the elderly. Following an introduction to the demography of aging and a review of research methods in psychological gerontology, the author concerns himself with the aging process, personalities of the aging, their relationships to others and their physical and social environments. He stresses that socialization, which is often thought of as a childhood phenomena is actually a never ending process, thus each person continues to be socialized to new positions and as a result, to new role behavior. We can therefore assume that he supports the position that people can continue to learn new (or modify old) attitudes, values and beliefs as well as knowledge and skills throughout their active life spans.

Kangas, Pamela Elizabeth, Ph. D., "The Single Professional Woman: A Phenomenological Study," Dissertation Abstracts, California School of Professional Psychology, Psychology, Clinical, 1976.

This is a study of twenty-two women who are single and working in professions which are traditionally male. The goal of the study is to understand the experiences of the women through their reflections on the concrete experiences in their lived everyday worlds. Ten different themes emerged: career decision making, women in a man's world, achievement and competence, loneliness, depression, relationships with women, relationships with men, marriage and children and future goals. In the study the ten themes are discussed and a summary description of the phenomenon of being a single professional woman is presented.

Kanter, Rosabeth Moss and Stein, Barry A., Life in Organizations: Workplaces as People Experience Them, Basic Books, New York, 1979.

The authors' perspective is that "lives are lived in organizations"; this collection of articles and viewpoints are organized to present a variety of human experiences of such living and to assist the reader in learning from these experiences, to analyse the potentials for 'behavior and action" contained in the experiences. As people's experiences are shaped by where they happen to be in the system, the book is arranged by levels: (1) life at the top: the struggle for power; (2) life in the middle: getting in, getting up, and getting along; and (3) making a life at the bottom.

------, "Sex Roles and Group Interaction", National Institute, 1974.
(Kanter, Rosabeth Moss)

Women in organizations: sex roles, group dynamics and change strategies are the subject matter of this presentation. This study suggests that strategies enabling men to develop new behaviors may be inappropriate for women. Therefore, programs designed to enable men and women to interact more effectively should take into account the different agendas for each. Group dynamics are affected not only by gender associated socialization, but also by the gender ratio of the group. This study examines the effects of stereotypes,gender ratios and tokenism; especially in terms of the single woman in a male-dominated work environment. Kanter describes four stereotypical roles for a woman in this type of environment, these are: mother, seductress, pet and iron maiden. These four stereotypes are referred to as "sensitizing concepts" used to put into perspective far more subtle real-life behavior. Kanter also describes the problems of "incorporating women into male dominated groups" and seeks solutions to these problems. Her suggestion is that there must be open discussion of gender tokenism problems; that female role models must be incorporated into more powerful positions; that awareness on the part of males about female stereotypes and interruption of such stereotypes must occur and that a "critical mass" of females must be employed in every work or training group.

Kay, Emanual, The Crisis in Middle Management, AMACOM Publishers, New York, 1974.

Reviews the role of the middle manager and increasing problems faced by such. Discusses the function and potential of the middle manager in the organization and strategies to improve middle management effectiveness. This book also discusses "personnel policies and practices to support new alternatives", such as job rotation, job enrichment, temporary assignments and the persual of second careers.

Koff, Lois A. and Handlen, Joseph H., "Women in Management: Keys to Success or Failure," Personnel Administrator, Vol. 20, April, 1975.

The information contained in this article is a brief synopsis of a six year study into the factors causing success or failure of women in supervisory and management positions. A total of 1755 women ranging in age from 20 to 55 and employed in various business and industrial organizations throughout the United States, were interviewed. (Personnel Management Abstracts, Fall 1975, p.6)

Kotter, John P., Power in Management: How to Understand, Acquire and Use It, AMACOM Publishers, New York, 1979.

Managers acquire and use power, some deliberately and consciously, others intuitively and unconsciously. Kotter's goal is to help managers to gain a basic understanding of the acquisition and use of power in management. He focuses on questions such as: How do effective managers acquire power? How do they use their power? How important are these acquisition and use skills? How do these skills and behaviors impact on organizational effectiveness? What leads to the misuse of power?

Larwood, Laurie and Wood, Marion M. Women in Management, Lexington Books, Lexington, Mass., 1977.

This is a balanced piece of work in three parts. Chapter 1 begins with statistical descriptions of women's employment, salaries, and education, both current and historical. Chapters 2, 3 and 4 develop an interpretive analysis of the stereotypes and traditions that lead to the "present situation" as well as the psychological effects of the status quo. Chapters 5- through 8 propose means of improving the current situation and enabling women to succeed in management.

Lester, Patricia and Chu, Lilly, "Women Administrators: Feminine, Masculine, or Androgynous?" New Mexico State University, n.d.

In this study, women administrators from two institutions of higher education were surveyed for sex-typed attitudes in an attempt to show that women administrators will tend to be androgynous (i.e. a person who scores high on both masculinity and femininity scales as developed by Bem). The outcome of the study shows that women administrators by necessity adopted masculine attributes—"thereby becoming flexible and androgynous," whereas, men have tended not to incorporate feminine traits into their personalities. The questionnaire used in this study incorporated questions from the Bem Sex Role Inventory, Work and Family Orientation Questionnaire, Texas Social Behavior Inventory and Attitudes Toward Women Scale.

Likert, Rensis and Likert, Jane G., New Ways of Managing Conflict, McGraw-Hill, New York, 1976.

This book applies Likert's System 4 to the process of managing conflict. The principles and step-by-step procedures are spelled out to enable administrators to reduce internal and external conflict and improve performance. The basic strategy is to substitute a "win-win" problem solving approach for the "win-lose" approach which usually leaves at least one party to the conflict "frustrated and embittered". Assessment instruments are included as well as specific applications to organizational situations.

Loring, Rosalind and Wells, Theodora, Breakthrough: Women Into Management, Van Nostrand Reinhold Company, New York, 1972.

The book focuses on the many factors involved in recruiting, employing, training, and advancing more women into higher management positions. The authors deal with actual and proposed changes and explain how and why various practices are out of date. Legal, social, and economic factors are traced; excerpts are included from Revised Order 4 for Federal contractors as a model for changes in practices as related to: affirmative action officers, college/university recruitment, placement agencies, assessment centers, awareness training, sponsorship, promotion, and job policies. One chapter describes the managerial climate while another deals with the societal expectations of women and men in their sex/marital/work roles. A chapter entitled "Managers Marriages and Mates" assesses traditional and changing marriage patterns and organizational policies. Three concluding chapters cover the relating of men and women on a level of "person" relating, an unconventional commentary to conventional mythology, and predictions of new patterns as perceived by the authors.

Lowenthal, Thurner, Chriboza and Associates, Four Stages of Life, Jossey-Bass Publishers, San Francisco, Washington, London, 1976.

This is a study of adults as they "experience a particular pretransitional period in their lives" and a review of the differneces between men and women in each of four major transitional life-stages. Of special importance in terms of the gender-comparitive study of the life cycle and its effect on the individual.

Mamarchev, Helen L., Jensen, Marian P., "Assertive Training," School of Education Building, The University of Michigan, Ann Arbor, 1977.

This monograph presents a selective review of references about assertiveness training. The principles of assertiveness training are detailed with examples throughout. Applications for the use of assertiveness training in three areas are discussed: as a self-help strategy, as a tool for the counselor's use with clients, and as tactics for those interested in becoming group facilitators. An annotated bibliography of 39 carefully selected references is also included. To aid the reader in selecting relevant material, an Assertiveness Resources Chart cross references the population and content focus of each resource.

Mass, Henry S. and Kuypers, Joseph A., From Thirty to Seventy, A Forty Year Longitudinal Study of Adult Life Styles and Personality, Jossey-Bass Publishers, 1975.

This research report covers a forty year span of time. The investigators were able to locate and follow up 142 parents (95 mothers and 47 fathers). Of particular interest is the development of six life style clusters. Of the 95 mothers in the study, 12 were "working for pay", with 6 full time and 6 part time; 23 were spouse-centered; concentrating energies on meeting husbands needs; 16 were clustered as "visiting style", a social orientation, 11 were "group centered", active volunteers in various groups; 21 had no particular focus and were labeled "uncentered", and the remaining 12 were "disengaged" with introverted interests.

McCuen, Barbara Anne, "Psychological Attributes of Male and Female Students In a Collegiate Business School Potentially Affecting Their Relative Advancement to Managerial Positions," Iowa State University, Dissertation Abstracts, Business Administration, p. 894-A, 1977.

This study was to determine if women enrolled in a collegiate business school have psychological attributes which may inhibit their advancement to managerial positions relative to their male colleagues even though opportunities for such careers are now available in many firms. Obvious and important similarities between the two survey groups were found with regard to their expectations and aspriations related to employment. Nevertheless, the women tended to express lower occupational aspirations and expectations, different reasons for working, different views of their financial responsibilities after college, and shorter and less continuous work-life expectancies.

McPherson, Mary Baker, Ph.D., "Bringing Women in Finally: An Analysis of Women's Effects and Achievements in the American Occupational Structure", The University of Nebraska-Lincoln, Dissertation Abstracts, Sociology, General, p. 4384-5-A, 1977.

It was discovered that mother's occupational status has as powerful an impact on son's and daughter's educational attainment as father's occupation has; furhtermore, the effect of mother's occupation was equally strong for sons and daughters. The effect of mother's education, however, was significantly greater than the effect of father's education on daughter's education, while mother's and father's education had an approximately equal effect on son's education. It was concluded that the mother has a substantial impact on the mobility of her children and measures of her status should be included in future mobility analysis.

Mednick, Martha T., Tangri, Sandra and Hoffman, Lois, *Women and Achievement*, Hemisphere Publishing Corporation, Washington/London

An in-depth review of women and achievement, including a focus on "cross-cultural" and intra-cultural variations in achievement as well as current patterns of achievement and the internal/external barriers which present themselves in those patterns. The literature presented here begins with a concentration on sex roles and stereotyping to a focus on achievement.

Meyer, P. "Women Executives are Different," *Dun's Review*, Vol. 105, pp. 46-48, January 1975.

Advises companies who are in search of top female executives, to revise their compensation packages to meet the needs of women; for women's needs are different from those of men.

Miller, Jean Baker, *Toward A New Psychology of Women*, Beacon Press, Boston, 1976.

A succinct reevaluation of women's psychological issues. Experiences of certain women's lives are cited as illustrations for wider questions concerning old and new thoughts on the psychology of women. Traditional stereotypes are reviewed as well as psychological issues which develop as a consequence of these stereotypes. New psychological directions for women are hypothesized, such as strategies for "dealing with" conflict, becoming oneself and discovering power.

Miller, Martin R., Climbing the Corporate Pyramid, AMACOM Publishers, New York, 1973.

According to the author this book is for those who want to get to the top of the heap, for those who feel they are sidetracked in their careers and wish to locate and clear away their "roadblocks". This book will serve as a guide in learning the appropriate behavior patterns valued by the corporate structure, including reasons why different attitudes and actions are essential at different stages in each person's career.

Missirian, Agnes K., "The Female Manager as a Shelf Sitter", Human Resource Management, Winter, 1978.

The problems stated for this study are: what substantial changes have there been in the status of women and work? The methodology consisted of ten years of tracking (1963-1973) the career progress of 21 women managers in leading corporations. The results show that there is only one significant area of advancement for these women--that of growing older. All the women in this study (except one) perceived no discrimination and yet in 10 years, none of them advanced "significantly." What accounts for this lack of advancement in a group of women who faced fewer exterior barriers? Suggested answers to this question are that socialization is extremely impactful and that women do not have access to the informal systems (mentoring) which are instrumental to advancement.

Morgan, Marilyn A., Managing Career Development, Van Nostrand Company, New York, 1980.

A collection of readings relating to the devleopment of careers, or the phases through which persons careers pass in transition and the management of a career by each individual. After covering career stages and issues pertaining to early, mid and late careers, Morgan concludes with sections on individual strategies and organizational strategies for career management.

Morrison, Peter A. and Wheeler, Judith P., "Working Women and Woman's Work: A Demographic Perspective on the Breakdown of Sex Roles", Rand Corporation, (Paper), Santa Monica, California, 1976.

Examines several recent demographic trends that furnish insights into changing views of women's roles and family arrangements among young people: (2) the rising proportion of women (especially wives with young children) in the labor force (2) their increasing representation in traditionally 'male' occupations (3) later age at first marriage, (4) the increasing incidence of 'non-family' living arrangements and (5) the decline in family size expectations. These trends indicate a weakening of sex-role stereotypes and greater flexibility in family living arrangements.

Morrison, Robert F. and Sebald, Maria Luise, "Personal Characteristics Differentiating Female Executive from Female Nonexecutive Personnel," Journal of Applied Psychology, Vol. 59, October, 1974, pp. 656-659.

The executive group was significantly higher in the self-esteem component need for achievement, the need for power and mental ability. (Psychological Abstracts)

Much, M. "Women Cope With Being on the Road," Industry Week, Vol. 194, August, 1977.

Travelers of all stripes suffer their share of problems, but women are more vulnerable simply because of their gender. Yet as they gain a stronger foothold in business, more of them are traveling.

Mueller, Robert K., Career Conflict: Management's Inelegant Dysfunction, Lexinton Books, Lexington, Mass. 1978.

A thorough discussion of conflicts that ensue between individuals and the institutions for which they work. Many corporations do not effectively manage these conflicts,nor do they acknowledge the many and hidden losses in human resources. Mueller's response to this waste is direction for long range organizational and personal development. Part II is a how-to guide for the person wishing to make a successful career change.

Muldrow, Tressie Wright, "Differences in Patterns of Processes of Male and Female Executives in a Simulated Managerial Decision Task," Dissertation Abstracts, Howard University, Psychology, Industrial, 1977.

As was predicted, both the male and female executives were able to select from among a set of alternatives and make the "correct" choice. Accuracy in decision making was presumed to be a managerial related, not a sex-related function. Other predictions were not totally confirmed. Q factor analysis resulted in three male, three female, and thre male/female typologies present among these executives. The findings of this analysis demonstrated female and male executives can both be quite successful in their performance in a personnel decision making situation though the mediating processes are different.

Neapolitan, Jerome L, Ph.D., "Mid-Career Change: An Exploration," Dissertation Abstracts, University of Illinois at Chicago, Sociology, General, 1977.

Mid-career change is a phenomenon much discussed but little studied. The research was intended as an exploration into why people leave successful occupational careers to pursue entirely different lines of work. People who change careers do so at least partially in response to dissatisfaction with their first careers. Their complaints tend to center around lack of internal rewards such as uninteresting work, lack of autonomy, and value conflict, rather than lack of external rewards such as money and status. The findings indicate people are primarily oriented towards either extrinsic or intrinsic rewards. Career changers tend to be those oriented towards intrinsic rewards but not finding them. Some career changers actually participated in their second careers on a part-time basis prior to changing. Others had vague ideas of what they wanted to do prior to changing.

Osborn, R.N. and Vicars, W.M., "Sex Stereotypes: An Artifact in Leader Behavior and Subordinate Satisfaction Analysis?", Academy of Management Journal, Vol. 19, September, 1976.

Reviews a study which investigates whether or not female managers behave differently toward subordinates than male managers and if female managers have a different effect on their subordinates than male managers.

Oxenfeldt, Alfred R. Miller, David W., and Dickinson, Roger A., A Basic Approach to Executive Decision Making, AMACOM Publishers, New York, 1978.

Follows the entire decision making process, from concept to application, including reducing problems to essentials, how to use models, how to reduce frequency crisis situations, how to use problem-solving techniques and how to evaluate the advice one gets. The author's present many how-to ideas, emphasizing ways to minimize the risk managers take for themselves and their businesses when they must operate under conditions of uncertainty.

Paddock, Susan, Ph.D., "Women's Careers in Administration," Dissertation Abstract, University of Oregon, Education, Administration.

The purpose of this study was to investigate career contingencies, patterns, and attitudes of women in educational administration. The primary objective was to determine in what ways components of women's careers differed from or were similar to those of men's careers, in order to assess more carefully the status of women in educational management. The career patterns of women administrators showed more time spent in teaching and staff positions than did the careers of men. In addition, almost half of the women had interrupted their educational careers to hold other jobs, primarily as homemakers. These factors led to women entering administration when they were older than men. They appeared to have made few plans for administrative careers, since their decisions to seek administrative positions almost immediately preceded their actual entry into administration and their graduate training usually began after having served several years in a management position. The encouragement of an immediate superior was important in women choosing administration. Once in administration, women, like men, had rather short career paths. Unlike men, they tended to remain in one position for many years and hence were rather immobile. Although women appeared to be place-bound, their attitudes did not fit all the predictions of that paradigm. Like place-bound men they were unwilling to change districts or states for better jobs and their career aspirations were limited. However, they showed a marked tendency toward upward-anchored careers, which was uncharacteristic of place-bound men. Two additional factors which set women apart from men were the institutional barriers they experienced in their career development and the conflict they felt between their home and career roles. The findings of this study suggest that administrators thus have differing career patterns and hold differing beliefs about those careers.

Pedigo, Patricia, and Meyer, Herbert, "Management Promotion Decisions: The Influence of Affirmative Action Restrictions," Working Paper, Second Draft, University of South Florida, Tampa, Florida, n.d.

This article reviews how management promotion decisions are made in the light of affirmative action guidelines and restrictions. "Often, the evaluation of a candidate is based upon vague discretionary criteria and subjective information sources. Criteria such as leadership and judgement, and information sources such as recommendations and personal knowledge, are easily biased and subject to discretionary use." The article goes on to evaluate the use and importance of such subjective criteria in the making of management promotion decisions.

Phillips, Linda Lee, Ph.D., "Mentors and Proteges: A Study of the Career Development of Women Managers and Executives in Business and Industry," Dissertation Abstracts, University of California, Los Angeles, Education, General, pp. 6414-A, 6415-A., 1977.

This study describes the career development of a representative sample of women managers and executives in American business and industry, including their career patterns, factors contributing to their success, career obstacles, and the influence of significant others on their lives and careers.

Piel, Ellen Ruth, Ph.D., "Sex and Careers: Relationships Between Sex-Typing and Differneces on Career Related Variables for Men and Women," Dissertation Abstracts, The University of Iowa, Education, Guidance and Counseling, p. 3965-65-A., 1977.

This study was designed to explore ways in which the internalization of sex-appropriate standards for behavior may influence college student's career plans. The results indicated the presence of persistent differences between the sexes for their occupational plans. The vocational choices of men consistently fell into enterprising and investigative categories, and were narrowly defined as strongly masculine (male-dominated) in occupational sex typing. Women's choices fell most frequently into the social category, and covered a range form feminine (female-dominated) to masculine (male-dominated) in occupational sex typing. Differences within the sexes were clear-cut for the groups of masculine men and feminine women, but were ambiguous for the other sex-typing categories. Marked differences in score distributions across each career variable within each sex and sex-typing category demonstrate the need to distinguish between these career variables in research on career patterns, and to examine both between-sex and within-sex differences in studies analyzing sex-role related differences in career patterns.

Reif, William E., et.al., "Exploding Some Myths About Women Managers," California Management Review, Vol. 17, Summer, 1975.

Explores research evidence that disproves myths about women managers that many companies have used to justify the lack of women employees in top management positions.

Robbins, Paula I., Successful Mid-Life Career Change, Self Understanding and Strategies for Action, AMACOM Publishers, New York, 1978.

Reviews the concerns surrounding midlife career change including the interrelationship of life-cycle issues and career development. Suggests strategies which can be employed to facilitate successful mid-life career change such as continued education, career counseling and decision making. Profiles the processes involved for several midlife career changers. Contains appendix directory of vocational and career guidance facilities throughout the United States.

Robinson, Joseph A., "Women Managers: Aids and Barriers in Their Career Paths Performance and Advancement,"Thesis--University of California, Berkeley, Abstracted in Dissertation Abstracts International, April, 1975, V. 35, No. 10, p.6310 A.

Field interviews with eighty women managers asked what organizations can most effectively do immediately to improve women's chances to perform and advance as managers.

Robison, Esther, Ph.D., "Strain and Dual Role Occupation among Women," City University of New YOrk, Dissertation Abstracts, Sociology, General, p. 4385-A, 1977.

There has been an increasing participation in the labor force by married women with children. This has been accompanied by demographic changes in patterns of marriage, child-bearing, and to some extent, attitudes toward domestic roles. It was hypothesized that one concomitant of employment for married women with children would be higher strain. Strain was not seen as an entirely negative experience. The longer range effects of strain on health, longevity and children could not be ascertained. Its high correlation with low marital adjustment among working wives, suggested a complex interplay between marital values and broader economic conditions.

Rosen, Benson and Jerdee, Thomas H., "On the Job Sex Bias: Increasing Managerial Awareness," Personnel Administrator, Vol.22, January, 1977.

Use of an experimental learning approach in which participants learn from data generated in exercises, cases, and role-playing has a lasting impact when participants return to their jobs. (ERIC ABSTRACT EJ153606)

Rosenberg, D. "The Invisible Manager," SAM Advanced Management Journal, Vol. 42, Spring, 1977, pp.51-62.

The author looks at the invisibility problem that confronts rookie managers, women and minorities, then suggests some tactics that these individuals can successfully employ to make themselves more visible.

Rosenberg, DeAnne, *Christian Science Monitor,* May 9, 1975, Page 2, Col. 1,

Management consultant, DeAnne Rosenberg, interest on problems of women executives;...gives advice to women on how to advance in management.

Rutherford, Robert D., Administrative Time Power, Keneric Publishing Co., Boulder Colorado, 1978.

A book full of strategies and techniques to increase time awareness, dealing with time problems, pressures of having too much to do, conflicting interests and priorities, breakdowns in communications, getting others to respect your time, and how to work successfully as a member of a professional team. From practical necessity the author developed a set of proven time efficiency practices and "laws" to solve his time management problems.

Sandmeyer, Louise; et.al., "A Program for Optimizing Women's Leadership Skills," NAWDAC (National Association of Women Deans and Counselors) 1028 Connecticut Aveneu, N.W., Suite 922, Washington, D.C., 20036

This program provides counselors with a means for integrating the individual, with the organizational, aspects of leadership training. In addition to an extensive, annotated bibliography, this monograph consists of seven sections: (1) an historical perspective of women in leadership roles, (2) a review of the literature concerning women and leadership, (3) an overview of current leadership programs and their limitations (4) a rationale for the optimizing women's leadership skills (OWLS) program, (5) an exposition of the OWLS program consisting of four units: an organizational assessment, an individual assessment, skill building modules, and structured experiences, (6) a suggested method for implementing the program (7) recommendations for adapting OWLS to varying settings and clientele.

Sanzgiri, Joyotsna Mangesh, Ph.D., "Professional Women: An Experiential and Theoretical Analysis," University of Pittsburgh, Dissertation Abstracts, Business Administration, p. 4257-8-A, 1977.

This research effort suggest that the assumptions are inadequate. Professional women chose uniqueness because of their non-acceptance of traditional bureaucracies that women conceptualize the discriminatory behavior of men and refuse to act out roles, and that professional women, young and old alike, value their interactions with female colleagues, and are well aware of the potential of supportive female networks, in traditionally-male bureaucracies.

Sanzotta, Donald, *The Manager's Guide to Interpersonal Relations*, AMACOM, New York, 1979.

This book introduces the concept of "therapeutic management" which the author sees as the power to influence others to grow and be productive. This concept combines the theories of therapy with the practical concerns of management. Such issues as problem employees, difficult bosses, drug abuse, alcoholism and emotional disturbances are covered. Actual encounters are used to illustrate what to do and not to do when interpersonal problems arise on the job.

Sargent, Alice G., "The Androgynous Manager," Supervisor Nurse, March, 1979.

An examination of androgyny as a successful "role" for managers. Managers have traditionally favored extrinsic rather than intrinsic reward systems as well as a logical and rational approach (an integration of wants and needs as well as ideas.) These traditional organizational norms have been equivocable with traditional male norms, i.e., task orientation versus expressive emotive orientation. This article assesses the shift in succesful management style from task oriented behavior toward value oreinted behaviors. Part of this shift in attitudes can be attributed to the greater participation of women in the work force. Androgyny is assessed as being useful to both sexes in promoting effective management. The article lists androgynous behaviors for both men and women. This article also defines behaviors which must be eliminated if adult to adult exchange is to occur on the managerial level.

Sargent, Alice G., (Editor) Beyond Sex Roles, West Publishing Company, St. Paul, New York, Los Angeles, San Francisco, 1977.

This book is an interesting inventory of the exploratory writing being done which investigates the old and new concepts of masculinity, femininity and the influence of sex-role typed behavior in our society. The book is designed to be used by students who are interested in changing from sexist patterns of behavior into new roles. To facilitate this learning experience, Sargent offers a series of intensive sex-role exploratory exercises, entitled: "Toward Androgyny: The New Woman and The New Man". The remainder of the book is devoted to thought provoking essays by sociologists, psychologists and other researchers.

Schmuck, Patricia A. "Sex Differentiation in Public School Administration," National Council of Administrative Women in Education, 1975.

Study of how and why the "patterns of sex differentiated roles exist and how they can be modified to ensure the best use of human resources."

Schwartz, Eleanor B., "An Evaluation of the Application and Implementation of Title VII as it Applies to Women in Management," Abstracted in Dissertation Abstracts International, April 1970, b.30,#10,4080-A.

Specific objectives of this study are to determine the degree of discrimination against women in management, determine the factors which created the need for a federal law prohibiting discrimination based on sex, evaluate the effectiveness of Title VII, define the problems that stand in the way of fuller utilization of women in management.

Schwartz, Eleanor B. and Waetjen, Walter B., "Improving the Self-Concept of Women Managers," Business Quarterly, Vol.41, Winter, 1976, pp. 20-27.

Much of the female managers effectiveness is determined by her self concept as it relates to management....women have been socialized not to be aggressive and have resisted adopting these traits in order to succeed. These traits would threaten their self concept and create role conflict for them...top management must remove organizational factors that undermine the female's self concept.

See, Susan B., "Aspects of Career Achievement and Affiliation in Business Men and Women," Yeshiva University, Dissertation Abstracts, Psychology, Industrial, 1977.

Despite increasing openings for women in high levels of the labor force, qualified women rarely rise to top positions. The goal of the present research was to study men and women actually working in full-time, demanding careers to see whether motivational factors, particularly need for achievemnt and need for affiliation, and psychological and practical conflicts differed for men and women and whether male and female goals and expectations would reflect motivational differences. It was suggested that affiliation may constitute an area of achievement striving for women, and that therefore the high nAch of single women might be due to the presence of an unfulfilled desire for a stable relationship, reflected also in high nAff scores. While both men and women value marriage highly, it has been shown to be the paramount goal of women, around which all other ambitions are organized. Married women, having achieved this goal, can go on to high career aspirations, but single women defer commitment to a career until they know what will be expected of them in marriage. Thus career and affiliation tend to conflict for women but not for men: for men the need to support a family gives impetus to career striving and career success increases marriage elegibility, but for women commitment in one area gives rise to the need for concessions in the other. A follow-up study is indicated to assess whether career-oreinted women actually attain their stated goals or return to more traditional roles.

Selvidge, Norma J., "Communication of Influence: Mangement Style of Women Executives," Abstracted in Dissertation Abstracts International Vol. 38, No. 5, November 1977.

Women in executive positions were studied for the purpose of "identifying variables affecting the communication of influence.

Sherif, Carolyn Wood, "On Becoming Collegial," Keynote Address-May 16, 1975, University of Texas at Austin, Human Services Monograph Series, pp. 3-21.

Management is traditionally perceived as a "controlling" behavior. This concept of management may not be the best for the delivery of human services. This article suggests a new model for management behavior described as the "collegial" model. Collegial is here defined as interactions "marked by power or authority vested equally in each of a number of colleagues."

Shiffer, Danella, "The Interrelationship of Sex-Role Stereotyping, Locus of Control, and Organizational Success Among Women in Business," Dissertation Abstracts, New York University, Psychology, Industrial, 1977.

103 women in female sex-typed clerical jobs and 137 women in male sex-typed managerial jobs were used to explore the interrelationship among a woman's belief about herself and women in general with respect to the female sex-role stereotype, her locus of control orientation, and position and success within a business setting. It was suggested that sex-role stereotypic beliefs among women themselves may not be as pervasive today as researchers indicated in the late 1960's and 1970's.

Sleeth, Randall G. and Humphreys, Luther Wade, "Differences in Leadership Styles Among Future Managers: A Comparison of Males and Females," School of Business, Virginia Commonwealth University, Richmond, Va.

Choices of leadership behaviors and styles are reported for male and female management students. Two leadership measures and an effectiveness measure indicate differences. But neither demographic measures nor attitudinal measures of assertiveness and of endorsement of the work ethic differ. Implications for training and stereotyping are discussed.

Staszak, James F. and Mathys, Nicholas J., "Women in Management: No Room in the Middle?" Supervisory Management, Vol. 20, March, 1975, Pages 10-13.

Discusses the arguments used to rationalize the "meager number" of women in middle and top management positions. Proceeds to make manpower implications as a result.

Stewart, Nathaniel, The Effective Woman Manager: Seven Vital Skills for Upward Mobility, John Wiley and Sons, New York, 1978.

This book concentrates on the seven managerial skills--planning, coordinating, delegating, evaluating, problem solving and decision-making, time allocating, training and guiding--which are to help the "woman of ambition and ability to smoothe her path to promotion--from supervisor through middle management to executive." Self-tests, questionnaires, checklists and exercises are provided in each chapter to help the reader evaluate her own strengths and needs.

Stratton, Debra, "Women in Association Management: How Some Make it to the Top," Association Management, Vol. 29, March 1977, Pages 26-31.

More difficult to fight than discrimination in pay is the psychological stereotyping of women by men. Eleven female executives offer advice from their observations and experience. (Personnel Management Abstracts, Summer, 1977)

Taylor, M. Susan; Nielsen, Rebecca; and Ilgen, Daniel, "Employees Reactions to Female and Male Managers, Is There a Difference?" Graduate School of Business, University of Wisconsin, n.d.

Employees of a large reatil organization provided data to investigate the relationships between manager's sex, manager's perceived reward power and employee's satisfaction with manager. It was hypothesized that employees of female managers would perceive their managers as having less reward power than those of males and subsequently would be less satisfied with their managers. Although females tended to be perceived as less powerful than males, the results revealed no difference in the satisfaction of the two employee groups.

Terborg, James R., "Integration of Women into Management Positions: A Research Review," Washington, 1976.

Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., September 3-7, 1976. This paper reviews the literature on the psychological and social processes involved in the integration of women into management positions. The author concentrates on two areas. First, is the entry of women into management...and second, the socialization and development of women managers once they have gained entry. ERIC Abstract, ED132708.

Terborg James R., et.al., "Organizational and Personal Correlates of Attitudes Toward Women as Managers", Academy of Management Journal, Vol. 20, March 1977.

This study discusses the validation of a scale designed to measure attitudes toward women as managers using a cross-section sample of 180 male and 100 female employees. The relationship of personal data and organizational data to stereotypes is also examined.

Thomas, Emma Johanne, "Career Patterns of Black Women Administrators in Historically Negro Senior Colleges and Universities," Washington State University, Dissertation Abstracts, Education, Higher, 1976.

Black women administrators in historically Negro Senior colleges and universitities were in positions of vice-president, dean, division head, department head, head librarian, administrative assistant, registrar, admissions officer and director of placement, and "other" administrator. Their work histories revealed that 39% of the respondents (Career-Committed Purists) conformed to the straight career pattern; one-quarter of the respondents (Delayed Purists) had modified straight patterns; one-third of the respondents (Classic-Broad Careerists) had one shift in persistence and stability; and one-sixth of the respondents, (Amorphous-Broad Careerists) had numerous shifts in specialties and/or organizations. There were recommendations for institutional facilitation of non-purists' upward mobility, initiation of greater career awareness among college women, and further research exploring the personality and attitudes of career women.

Tully, Judy, "Recent Data on Informal Barriers," Human Services Monograph, May 1975.

This presentation assesses the impact of informal barriers and reviews attitudes toward women which are still operational in the "informal" system: the protective attitude--women need to be protected; assumptions--women won't travel; seriousness--women are not serious about wanting to advance; sex-role attitudes--men won't work for women, what is leadership for men is aggressiveness in women.

Trahey, Jane, Jane Trahey on Women and Power, Avon Books, New York, 1977.

Liz Smith summarizes this work with the following comment... "a tough minded, uncompromising book with the guts of a burglar and the humor of a stand-up comic who is now sitting down in the corner 'power' office...a 'must' for women determined to climb." For any of Trahey's followers there is little else to say about this tell-it-like-it-is book from one who has really done it.

Uehling, Barbara S., "Women and the Psychology of Management", Paper presented at a conference on "Women and the Management of Post-Secondary Institutions", Syracuse, New York, 1973.

Attitudes of others toward women in management and the attitudes of women managers themselves are discussed. Research concludes: (1) Employers may be reluctant to place women in managerial positions, but internal constraints on women such as lack of motivation, fear of success or posession of personality characteristics incompatible with the assumption of managerial positions may limit access (2) Accessiblity is restricted by type of industry, type of job in industry, and attitudes of management, towards women (3) In elementary and secondary schools, the only factor having any significance for hiring was sex (4) Accessibility to positions of leadership may be further limited by lack of appropriate role models or lack of identification with available role models '5) Accessibility may be limited by self-defeating attitudes of women.

Vaden, Richard and Lynn, Naomi B., "The Administrative Person: Will Women Bring a Differing Morality to Management?" University of Michigan Business Review, Vol. XXI, No. 2, March 1979.

The purpose of this study was to investigate whether female and male bureaucrats differ in terms of need-determined versus value-determined behavior. Out of 2,000 questionnaires sent on a random basis to members of the American Society for Public Administrators, 807 usable responses were received. This study was carried out in 1978 and showed an increase in value determined restraint compared to a similar study in 1965 for both men and women. This may be the result of the socio-political climate of the times, especially effecting public employees. All the traditional viewpoint would have anticipated a higher percentage of value determined responses among females, the results of this study showed the opposite.

Wall Street Journal, April 26, 1977, Column 1, Page 1.

Third in series of articles examining role of middle managers discusses rising number of management women...women middle manager remains relative newcomer who is often viewed with mixture of sexist attitudes and cautious acceptance.

Wall Street Journal, September 13, 1977, Column 1, Page 1.

Increasing number of women professionals accept relocation; companies respond to special problems of career women; Gillette Co. has policy of enabling employees' spouse to find work when they are transferred.

Walum, Laurel R., *The Dynamics of Sex and Gender: A Sociological Perspective*, Rand McNally Co., Chicago, 1977.

This perspective has linked the "private experiences of individuals the structure of institutions, and the interests of the powerful." The three sections focus on the socialization of the young, the control exerted on adults by the formal disciplines, and social-sexual inequality as maintained by home, work and the politics of power. As a woman and a feminist, Walum recognizes both the academic and research perspectives, but also the personal perspective of this subject matter.

Wilhelm, Warren Richard, D.B.A., "A STudy of the Lives of Twenty Organizationa Managers Aged Thirty-Five to Forty-Five" Dissertation Abstracts, Harvard University, Business Administration, 1977.

Primary findings focus on mangerial success and the pheonmenon of the "mid-life crisis" for professional men. The study implies that the more successful men in the sample are married to women who approximate the traditional American role of the supportive wife, whereas less successful men in the sample have less supportive wives. Although prior research on adult development would predict that some of the men because of their ages, would be involved in the mid-life crisis, none was evident in the sample. It is hypothesized from this finding that mid-life crises are precipitated not by age, as has been previously suggested, but by career events. Because, as a group, the men in this sample were still experiencing high levels of managerial success, the career experiences which often preciptiate mid-life crises were lacking. As a result, no mid-life crises were evident.

Williams, Marcille G., *The New Executive Woman*, Mentor Executive Library, New York, 1977.

The focus of this book is on individual tactics for success rather than networks and mentors, however, Williams does not ignore these, nor the need for adequate role models. Chapters guide one through the topics of femininity, the locker room fraternity, handling emotions, your territory--the office, traveling, dressing, and dual careers. Williams concludes with a dozen "do-s for success" which while not original, certainly sum up much of the general advice of the times.

Williams, Martha, "Women and Success in Organizations," Human Services Monograph Series, May, 1975.

Reviews the discrepency of highly qualified women in organizations who are as yet underrepresented in the upper managerial levels. This article explains several hypothesis as to why some women are high achievers.

Winston, Sandra, "How You Gonna Keep 'Em On Staff?" California, December 1978.

This article analyses the reasons why many highly competent women managers move from organizational positions to private business ownership. Many female managers who are quite capable of goal setting and decision making are frequently not compensated adequately (or advanced) and therefore seek out entrepreneurship as an alternative arena for their skills. These female managers will continue to be lost as an organizational resource unless changes are made in terms of compensation and promotion.

Woods, Marion M. "What Does It Take For a Woman to Make It in Management?" in Fundamentals of Management: Selected Readings, (Third Edition), Donnelly, Gibson and Ivancevich, Dallas, Texas, Business Publications, Inc., 1978.

From interviews with women holding positions ranging from management trainee to company president, ten characteristics essential for success in a male-dominated world are selected for discussion: comptetence, education, realism, aggressiveness, self-confidence, career mindedness, femininity, strategy, support of an influential male and uniqueness.

Women Administration, "Office of Communication Services", March, 1979.

This monograph contains a review of the statistics pertaining to the numbers of women in the administrative ranks at State and local grant universities. Results show that women make up slightly more than 21% of administrators and that there has been an increase of 30.5% for 70 institutions providing comparative data in 1975-78.

Yates, Jere E., Managing Stress: A Business Person's Guide, AMACOM Publishers, 1979.

This book describes the kinds of stress, good and bad, that affect the daily lives of managers. Written specifically for managers, it shows how, by managing stress in themselves and in those under their supervision, managers can contribute to the prevention of illness while at the same time improving productivity and reducing costs. Emphasis is placed on positive methods of control including diet, sleep, exercise and attitude.

Yates, Martha, *Coping: A survival Manual for Women Alone*, Spectrum Books, Englewood Cliffs, New Jersey, 1976.

Because of the apparent number of professional women who have made either-or choices regarding career or family in favor of their career, this manual has special interest to single women, divorcees and widows who find themselves needing to cope with the complexities of personal finances, credit, insurance, automobile travel, and even more personal issues such as rape, sexual harrassment and sexual involvements.

Zacharias, David, "Women and the Informal Organization," *Human Services Monograph Series*, University of Texas at Austin, May, 1975.

Zacharias defines the "informal organization" as the network of people who exchange information outside of a task-oriented context,developing interpersonal relationships, usually using oral communication--"soft information".

SECTION IV: SYNTHESIS

(Achievement of Objective Three)

General Information..201

Descriptive information about the figures and reports included in this section of the report.

Selected Relationships of Issues 204

Figure 3-1 examines several variations in the relationships of the four major areas of study which are seen to impact on mid-career women administrators from the perspective of this project: women's issues, mid-career issues, administrative issues and organizational issues. Examples of eleven possible "territories" are described in Figure 3-2.

Conceptual Framework 206

Figure 3-3 displays the three major dimensions of value for preliminary classification of information.

Paper: "Mid-Career Women Administrators as Mentors:
For Self and Others" 207

Adaptation of a paper presented to a doctoral colloquium for the College of Education, Drake University.

Paper: "Mid-Career Administrators:
Career Patterns and Gender Differences" 221

A paper presented to the Academy of Management. It includes not only several initial findings from the analysis of the demographic data of the respondents, but several hypotheses which yet remain to be tested. This paper is accompanied by copies of the transparency set which was used in the presentation.

If the reader has not yet reviewed the "Analysis of Data", with its accompanying copies of the computer printouts found in Section II, they may find that information to be of interest at this point.

SECTION IV: SYNTHESIS

The synthesis of the data from both survey responses and the literature has taken a number of forms, several of which will be reported upon in this section of the report. One of the first attempts was in response to the number of comments that indicated that not all persons perceived that the four issues being considered were relevant to the question of effective management. For example, it was expressed by a number of established administrators that organizational and managerial issues were totally unrelated to age and gender isseus and that they should not be considered in the same study. At the same time, other respondents were pleased by the fact that age was also being considered along with gender in the study of successful management. As can be seen from Figure 3-1, there are many ways one can conceptualize these relationships, the degree of overlap depending upon one's personal perspective and values, one's prior training and experience and the characteristics of the work environment. In real life, it is not probable that onay one person would balance these four issues equally. From a theoretical perspective, however, it is a useful construct for analysis.

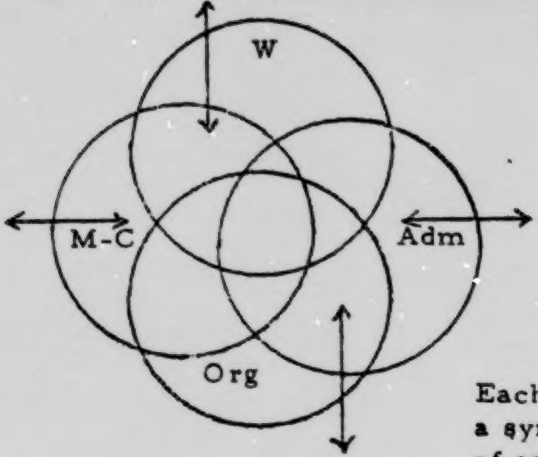
If one can accept the position that a number of areas (in this case the four areas of women's issues, mid-life issues, administrative isseus and organizational issues), do in fact impact on one another, it is possible to identify eleven subareas for consideration. These are identified in Figure 3-2.

A third perspective or conceptualization can be useful to the researcher when considering the interaction of the three dimensions, the conceptual, the behaviroal and the personal. The conceptual dimension helps to separate the area of genralizations from specifics, for examples, the separation of the general concept to "improve human relations skills" from a specific skill to "learn to communicate more clearly with ones subordinates". The behavioral dimension includes three domains: (1) attitudes, beliefs, biases and values, (2) behaviors as personal actions which one exhibits, and (3) skills as those areas of learned competence which purposefully lead to the achievement of goals and objectives. The personal dimension also has three domains, that of the internal or intrapersonal, that of between persons or the interpersonal, and that beyond the personal, or the extra-personal, social or cultural domain. Examples from respondent data which fit each cube of the framework may be found in Figure 3-3.

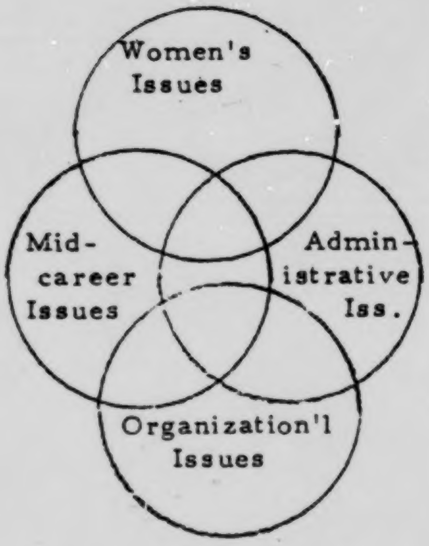
In the early stages of the project, this theoretical model was to be the framework for the analysis of survey data. When the data was finally gathered, the variations and spread of responses was so great that there was insufficient detail in the model to perform its function. It was at this time that the decision was made to individually code the responses for each question, and prepare them for computerization. Evidence of this is presented in the second paper included in this section.

In an effort to disseminate some of the findings of this project, several activities in addition to training sessions were undertaken. As examples of two of these, two papers are attached. The first, "Mid-Career Women Administrators as Mentors: For Self and Others", is an adaptation of a paper presented to a doctoral colloquium. The second paper is a third or fourth generation of the reporting of results of the analysis of the demographic data from the 72 respondents from the Code I group (administrators from the 50 larges businesses and universities). Earlier generations of the report were presented to the faculty colloquia and other campus interest groups. This final draft was presented as part of a "Status of Women's Program" at the National Academy of Management

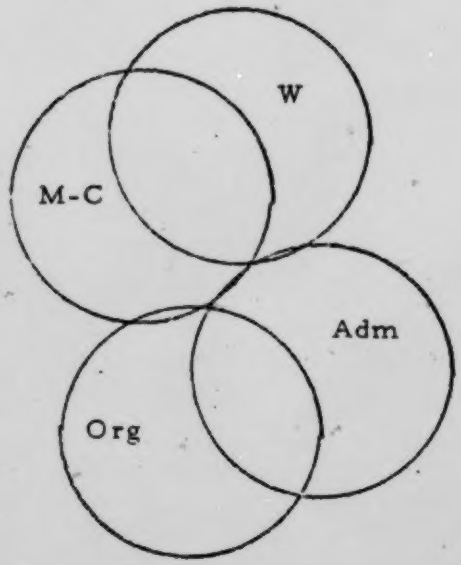
Conference in Detroit, August 1980. Copies of the set of transparencies which were used during the presentation are also included.



Each area has its own issues, but all with a synergistic impact on the effectiveness of each other and the total organization.

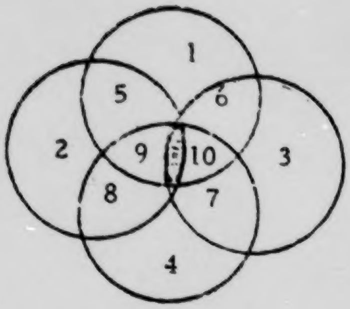

Women's Issues
Mid-career Issues
Administrative Iss.
Organization'l Issues

Women's issues are neither a productive nor necessary part of organizational issues. Unavoidable overlaps are primarily attitudinal and therefore are personal and non-applicable.



Organizational policies, practices, traditions and structures are developed for the welfare of the organization at large, not for any individual or group of individuals, therefore little perceived overlap of either gender or age concerns with the organizational and administrative issues.

FIGURE 3-1, Relationships of Issues



1. (W) experiences with ambiguity and risk; showing emotions when frustrated or angered, caring, need for approval, increased self-confidence, ability to handle criticism, sexual overtones.

2. (M-C) need flexibility of work hours and styles to accomodate multiple responsibilities and personal life, reassessment of life goals and status, need for both excitement and security, waning interest, zest, feeling burned out and cynical, bias toward younger employees.

3. (Adm) need authority commensurate with position/title/responsibility greater management skills, good health, good sense of humor, analytic thinker, initiative, conceptual planner, decision maker.

4. (Org) structure for effective information flow, policies and procedures to balance economic and social responsibilities, structure for internal management development, less turnover, increased satisfaction.

5. (M-C W) "superwoman" syndrome, dual career responsibilities, own worst enemy, think of men as "natural" leaders, advancement dependent upon experiences not available in earlier years.

6. (W Adm) lack of experience with "team", not being stuck in dead end trivia jobs, visibility eliminates "right" to fail, many persons do not want a woman boss, typecasting, patronizing, excess protection.

7. (Adm Org) understanding organizational objectives, allocating scarce resources effectively, understanding interaction with (and impact of) the external environment (marketing, legislation, gov't regs)

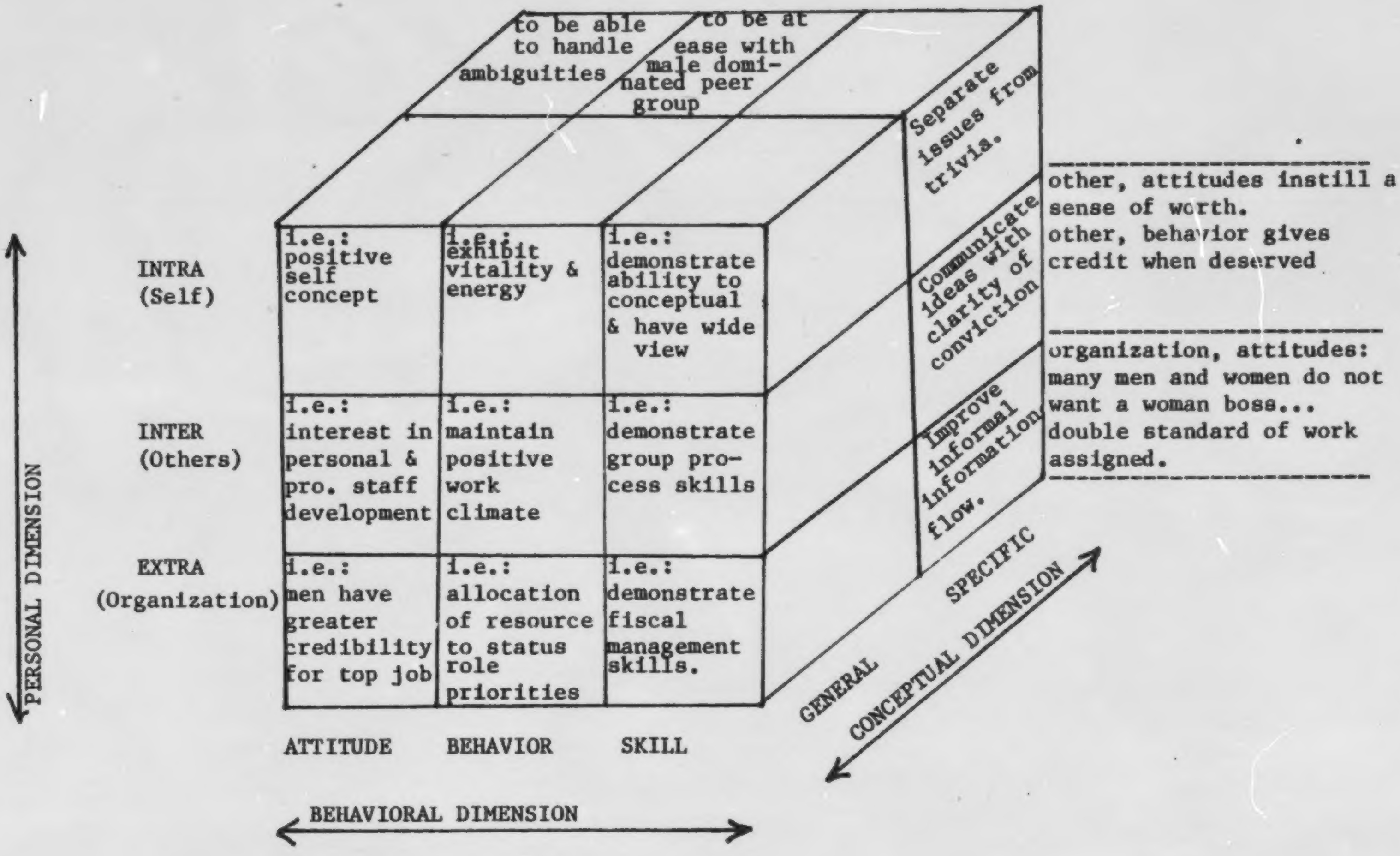
8. (M-C Adm) mentor/sponsor younger managers, passed over by young "turks" multiple demands, higher expectations, selection of capable subordinates

9. (M-C W Org) men tend to hire in own image, late entrants have less organizational support (see #5)

10. (W Adm Org) ideas being taken seriously, being considered as productive members of the organization, lack of political strategies, game plans, power expertise, extra stress of token/minority position, relationships with "corporate" wives

11. (M-C W Adm Org) Interaction of all of the above!!!

FIGURE 3-2, Examples of Issues


to be able to handle ambiguities
to be at ease with male dominated peer group
Separate issues from trivia.
Communicate ideas with clarity of conviction
Improve informal information flow.
PERSONAL DIMENSION
BEHAVIORAL DIMENSION
GENERAL
SPECIFIC
CONCEPTUAL DIMENSION

	ATTITUDE	BEHAVIOR	SKILL
INTRA (Self)	i.e.: positive self concept	i.e.: exhibit vitality & energy	i.e.: demonstrate ability to conceptual & have wide view
INTER (Others)	i.e.: interest in personal & pro. staff development	i.e.: maintain positive work climate	i.e.: demonstrate group process skills
EXTRA (Organization)	i.e.: men have greater credibility for top job	i.e.: allocation of resource to status role priorities	i.e.: demonstrate fiscal management skills.

other, attitudes instill a sense of worth.
other, behavior gives credit when deserved

organization, attitudes: many men and women do not want a woman boss... double standard of work assigned.

FIGURE 3-3, Conceptual Framework

MID-CAREER WOMEN ADMINISTRATORS AS MENTORS: FOR SELF AND OTHERS[1]

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May, 1980

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[1] Adopted from a paper presented to a doctoral colloquium, College of Education, Drake University.

MID-CAREER WOMEN ADMINISTRATORS AS MENTOR: FOR SELF AND OTHERS

Considering the recent changes in cultural norms relating to men's work and women's work, it is an exciting time to become involved in encouraging increasing support for women and men working together in leadership positions. At this time, women are in a particularly strong position to move ahead if they are prepared, competent, and aware of the many issues that may impede their progress if not anticipated. Women must be proactive, take initiative in the management of their own lives and careers.

Much is said and written by well known authors, such as Kanter (20) and Levinson (21), and by the lesser known as Fenn (8), Osipow (26) and Phillips (27) regarding the importance of positive mentoring relationships to the advancement of administrative personnel. Mentors are those who can assess the junior's competencies and help her gain visibility with increased pay-off, can help her gain recognition for accomplishments otherwise overlooked, can share needed in-house norms, expectations and trade-secrets, can serve as a source of reflected power for the protege, and can help keep her in touch with advancement opportunities.

As Mid-career administrators, how do we sharpen our mentoring skills? First, we learn to depend upon ourselves. We must not count on a flashing knight in armor to come charging by on his white horse and swoop us up, carrying us to great managerial heights. By mid-career, we know we must be our own mentor. By now we know that we alone are responsible for our own behaviors. It is our choice whether we sit back and wait, criticize, brood, and remain angry, or whether we do assess our present situation, our present skills and competencies, determine our long and short term goals and map our strategies to achieve those goals. If we do the latter, if we are in charge of ourselves, we are not only our own sponsor, but our increased competence and visibility make us seem less of a risk for others within the organization to sponsor. At the same time, we are also in a better position to serve as a sponsor to our younger colleagues...and so the networks grow!

Next, we need to look toward a body of literature and practice which is appropriate to the task. Little has been written about becoming a successful mentor, so it seems wise to look to supportive areas of study. Considering the task at hand, the literature speaking to the change agent, with selected modifications to meet the perceived needs of mid-career women in mentoring roles, is judged to be useful. There are four steps or processes which shall be included: (1) the need for self-assessment of the change agent or mentor, herself; (2) a thorough knowledge of the organization, its structures, barriers, and climate, within which one intends to function; (3) a knowledge of the protege or group of persons we wish to sponsor; and (4) the role of productive power in achieving our mentoring goals.

Self Assessment of Knowledge, Skills and Styles of Operation

There are at least four areas critical to the success of a change agent that are appropriate to this discussion:

A knowledge of organizational behavior and of change processes. This implies the following subordinate skills:

- understanding of the general complexities and potentialities of both people and organizations;
- the ability to assess situations and their environments;
- the ability to identify frustrations and problems, and to determine desirable outcomes; to retrieve and analyze relevant information; to develop plans of action; and to implement and monitor those plans.

A highly developed sense of self awareness, self confidence and security requires at least three subordinate areas of competence:

- a sense of competence and self esteem critical to success, not only for any particular intervention, but from the knowledge that such a person tends to be proactive, continually exploring and learning from her environment, seeing events and activities in terms of alternatives and trade-offs, a person who is psychologically ready for the role of change agent and mentor;
- a balance of McClelland's need for Achievement, need for Power and need for Affiliation;
- a willingness to deal productively with ambiguity, with risk and to have a well developed set of coping mechanisms.

A positive transaction style, requiring productive interpersonal skills, the ability to communicate, motivate and facilitate, and a well developed skill in managing tension and conflict.

A humanistic value system with all that that orientation implies in the way of commitment to the social, moral and personal well being of others.

In addition to these four areas of skill, it is helpful to have the ability to use a variety of styles. We know that just as there are differences in styles of leadership, so there are different styles used by change agents. For example;

- there are those who work primarily in the affective domain, team building, working in areas of trust and climate;
- there are those who act as a catalyst for group action, who instigate refocusing and action within groups and between groups;
- there are those who use a confrontive style, actively intruding into the situation and forcing some action;
- there are those who enter the situation with a prescribed "solution" and work to implement that predetermined solution.

Once the change agent has completed this type of cognitive self-assessment, it is time to move to the assessment of the institutional environment.

Knowledge of the Organizational Environment

Just as one needs to know the parameters of the "ball park" in which one plays, one also needs to know sufficient rules of the game to get accepted onto the team. Once on the team, one needs to be able to play well enough to establish credibility. This requires knowledge of the whole environment. It also requires a perceptive awareness of the potential barriers that may hinder your progress toward goal achievement. To be forewarned increases your opportunities for success.

The literature of the 1970's gives many lists of potential barriers within organizations which may thwart the career development of women in management positions. Within your own organization many of these barriers can be identified by asking the following questions:

- How do salaries indicate career advancement and position level of women compared to men?
- What placement policies inhibit a woman's career development?
- How do titles reflect an organization's unwritten policies or attitudes toward women?
- What barriers to women are found in an organization's career development and training programs and in their promotion policies?
- In what way is the organizational hierarchy a barrier to women?
- What stereotypes, assumptions and myths are operational within an organization?
- How do these stereotypes, assumptions and myths affect a woman's career growth within this organization?

While some of these areas are easier to identify and qualify than others, perhaps the most difficult area is that of attitudes. The area of negative attitudes is particularly difficult to assess from an objective point of view. A 1972 study by Basil (3) identifies six areas in which firms admittedly had negative attitudes toward women in management:

- women in management development and training programs
- women in positions of superior authority
- women lacking equal business experience
- women perceived to lack geographical mobility
- women lacking appropriate educational background
- women perceived to lack drive, commitment and motivation for management positions.

Loring and Wells (22) cited typical questions asked or thought about by the common organization man in considering the idea of women in top management positions. They deal with questions on commitment to a career versus the woman-wife-mother roles, women's plans for family, turnover and absentee rate, emotional stability, hormonal changes, loss of femininity when assuming managerial roles, sexual tension if women join management ranks, social niceties, hard cash considerations, and female activism.

Spain (30) sees mental attitudes and habit pattern as the greatest obstacles to women seeking top positions. She explains that the ancient attitudes that women are basically inferior, and that with few exceptions, their place is in the home, and that they don't really need jobs because men are the real breadwinners are so deeply ingrained in our social consciousness that many people are not aware that they have such attitudes. In fact, they deny it and that is why such attitudes are so hard to change. She views the idea of "occupational genders" as hampering any woman who desires to rise to a position of responsibility, especially in "male" professions. In an attempt to dispel some of the myths about female workers which employers use as alibis for not hiring women, Spain cites some 1973 labor statistics to counter three such often used myth excuses:

. Myth - "Women take more sick leave than men."
  Fact - National average for sick leave for women is 5.9 days, for men, 5.2.
. Myth - "Most women don't really have to work. They just want extra money for hair-dos, clothes and luxuries."
  Fact - Survey of 37 million working women showed 23% were single, 17% were widowed, divorced or separated from their husbands, and, 22% had husbands with income between $3,000 and $7,000 a year.
. Myth - "Women only work until they have children, and then they stayed home."
  Fact - 2/3 of women on Government maternity leave in 1967 were back on duty by May of 1968, and more go back when their children are older.

One would hope these attitudes would have changed later in the 1970's as more of the younger generation assume leadership and policy making roles, however, the results of the Forgionne and Nwacukwu study (9) show disappointing results. Their analysis revealed a negative correlation between the acceptance of female authority and the level of the organizational position: the higher the level of organizational position, and/or educational status, the lower the relative degree of acceptance of female managers. Further, their summary showed that compared to any other group, well-educated, white, higher level managers show the lowest degree of relative regard for female managerial competency, and they concluded that the attitudes of this group must be overcome if females are to be utilized as an effective source of managerial talent since members of these higher level managers determine present and future staffing needs and manpower utilization.

In a recent study conducted by the author (28), we found that responses to the question, "What rules, policies, procedures or traditions limit the career development of the mid-career manager" could be classified into nine general categories:

Category 1 -- Attitudes contained expressions about general beliefs, values or biases and included such concepts as traditionalism, conservatism, closed-mindedness, or opposition to change.

Category 2 -- Equity Issues contained issues of gender, race and age and included mention of racist or sexist rules, bias against older (toward younger) employees, or workers being uncomfortable working with opposite gender.

223

Category 3 - Communication and Climate Concerns contained ideas about information flows, decision-making, and work environment and included discussion of information channels, decision-making time-lag, territoriality, "old boy" systems, difficulties with colleagues or political factors.

Category 4 -- Authority & Hierarchy was involved with issues of organizational traditions and included delegating responsibility and/or authority, or hierarchical, authoritarian perspectives.

Category 5 -- General Policies, Procedures & Rules included factors which limit initiative or creativity or fail to develop potential, rigidity, time limitations, or rules requiring approval by several layers of administration.

Category 6 -- Placement & Promotion contained factors regarding promotions, positions, and search procedures and included discussion of career progression and positioning sequences, various promotion bases, unemployment rules or selection criteria.

Category 7 -- Training & Sabbaticals contained issues regarding training, sabbaticals and travel and included mention of limited support (both time and money) for training, difficulty in obtaining leaves, lack of in-service training opportunities or policies which discourage travel.

Category 8 -- None included responses indicating that the respondent was unaware of any rules, policies, procedures or traditions which limit the career development of the mid-career manager.

Category 9 -- No Response included both non-responses and responses indicating that the respondent did not understand the question.

Several exploratory analyses have been completed. Two of these are of particular interest (19). Of those respondents who identified themselves as mid-career women with at least 50% administrative responsibilities, 32.3% mentioned general policies, procedures and rules, 29.0% mentioned placement and promotion concerns, and 22.6% mentioned communication and climate concerns. It is interesting to note, and we believe significant to potential mentors, that the identification of meaningful barriers to career development varies considerably with the tenure of the respondents.

Nearly half (47.8%) of the responses of women who have more than 10 years of administrative experience fell into the category of general policies, procedures and rules, while only 14.5% of the women with ten or less years of administrative experience responded to that category. On the other hand, 20.0% of the less experienced women responded to concerns in the communication and climate category, with none of the more experienced women responding at that point. Table 1, page 10, indicates the percentage of responses to each of the classifications by years of administrative experience. While admittedly the sample was small (31 mid-career women administrators) the percent of responses, and the tenure related trends, indicate an area needing further exploration as we try to see our work world both for ourselves and for our less experienced proteges.

During this same study relating to the needs, interests and concerns of mid-career women in administration, responses were collected for the question: "Do you know of any organizational constraints, either open or hidden, which can or do uniquely affect women in management positions, as compared to men in similar positions? If so, what are these constraints?" The 31 women shared 60 codable responses. These were grouped according to the following eight categories in an effort to isolate problem areas upon which future change strategies might impact with productive outcomes:

Category 1 -- Structural Constraints included those organizational limiting factors dealing with opportunity, job availability, number of incumbents and role models, job design, access to information, and affirmative action (tokenism).

Category 2 -- Behavioral Constraints contained response choices regarding organizational factors such as authority and status, performance and competence, and access to positions.

Category 3 -- Social-Interpersonal Constraints emphasized work-related factors such as interactions including isolation of women, sports and sports vocabulary interaction, and networks.

Category 4 -- Attitudinal Constraints included factors limiting the success of women in administration which arise from prejudice, bias and responses classified as myths by respondents.

Category 5 -- Stereotypes of Groups and Ability contained stereotypes concerning negative views of women as a group, positive views of men as a group, and differences in ability between men and women.

Category 6 -- Dual Standards included those stereotypes reflecting dual standards for men and women in areas such as evaluation, travel, and family.

Category 7 — Social relationships emphasized stereotypes regarding social relationships between women and men and social relationships of women managers with wives of male colleagues.

Category 8 -- None indicated that the respondent specified no problems or constraints.

Structural constraints and Social-interpersonal constraints were mentioned most frequently by the respondents as a whole. Again, however, from our mentor-protege perspective, it is important to note that there are statistically significant differences in the responses when they are analyzed on the basis of age of the respondent. This strongly suggests that younger women administrators perceive different types of organizational constraints as important barriers than do the older women in administrative positions. Table 2, page 10, summarizes these results.

Knowledge of the Person in the Process

After the change agent has an understanding of the organizational environment in which she will function as a mentor and change agent, the next phase is to understand the persons in the process as well as possible. At this point, we will limit this personal exploration to three specific areas often overlooked from the individual perspective as they are so often grouped with general stereotypes; career aspiration, motivational level and locus of control. These three areas are selected for specific comment as they seem to be critical to the final selection of a change strategy to implement the mentor relationship between two persons, or for a unique person as she works to advance herself. The personal analysis of these topics should be done in an open, personalized manner, and the assessment acted upon in as growth-producing a manner as possible.

Much is made of women's low level of career aspiration. Women themselves often indicate this in such statements as, "I don't think I can." Even when women themselves don't say it, others often attribute low aspirations to them whether true or not, by saying, "They don't want to be leaders," or, "They don't want the responsibility." If you perceive your aspirations to be above average, are you letting people know it? Make your short and long term goals known and develop the competence and visibility to support your aspirations.

The second question is that of motivational level. Historically, women have seen themselves at the lower levels of the motivational hierarchy, caring for the needs of others, seeking approval through the nurturing roles rather than actualizing themselves to their fullest potential as individuals. We need to be sure that we have sufficient self-confidence to promote ourselves within the constraints of our legitimate competence. Our own perceptions of self-worth must help change those who see us through the cultural glasses that perceive women not as individuals, but as servers who seek approval through others.

The third area for consideration here is the identification of one's locus-of-control. Ask yourself, do you place your destiny in the hands of others? Are you external to yourself in your perspective, looking to parents, teachers, bosses, and husbands for direction, rather than having a feeling of being able to consider your own options, being in control of your own life? Do you perceive yourself as being in a position of leadership to others?

Each of these areas encompasses much food for thought and for personal growth and development for each of us. One of the greatest concerns for a mentor is a protege who does not grasp the significance of these issues.

Productive Power, A Prerequisite to Success

For most of our lives, power has been something that "nice" people don't talk about, much less admit that they like it, want it and use it. Part of this dilemma seems to be our definition of power. If we define power as the right to be coersive and abusive, to oppress others for personal, selfish gain; then it follows that we would feel negative about power and those who use it. On the other hand, if we can accept the definition of power that emphasizes its productive qualities, we see it as an essential ingredient for the leader, mentor, and change agent. Anyone who wishes to achieve organizational objectives through other people, must be in a position to influence those "other people" in productive ways.

All of us, and particularly women because of our strong socialization to the contrary, must be willing to redefine our perspective on power in a way that positively supports our achievement goals, being assertive and action-oriented without being aggressive. In the French and Raven classic study on the bases of social power (11), they identified five such bases:

coersion - the negative withholding of rewards or giving of punishment (that is at the base of our definitional and attitudinal problems).

reward power - the ability to give rewards, both tangible and intangible.

legitimate power - that which comes with the position, its title and authority.

expert power - that which an individual can acquire through personal expertise acknowledged by others.

referent power - the psychological attachment to someone else with power.

Other writers have added many additional bases for consideration, such as:

personal power - charisma - the ability to mobilize others without the the legitimate power of authority, and

power of helplessness - a strategy often used by those who feel they have no other source of power.

Still other researchers have looked at the dimensions of power styles, such as the direct vs. indirect use of each of the French Raven bases; for example, men are stereotyped as being direct, women as being indirect (perhaps some of this comes from childhood listening to mother give dad the credit, or later, hearing secretaries give their boss the credit for effective work they themselves have completed).

If by now we could accept power as an essential given to success, the next question must be how do we get it and use it. Many have written on the topic, but here, as it applies to the success of women as mentors and change agents, let us concentrate on access to resources and autonomy.

In order to exhibit power on the job, you must have access to a variety of organizational resources, to both open and subtle support from others, and to information, both internal and external to your job environment (Kauter, 20).

Within your job you will want the degree of autonomy that allows you to take the initiative, make discretionary decisions, take risks, build a track record and become a credible leader; you need to be visible, to take credit for your successes, and to be willing to deal with the "not-so-successful" in ways that inspire others to try, learn and grow on the job; to achieve this type of job autonomy, you will need potential allies, bosses, peers and subordinates. Such alliances, particularly from peers and subordinates come from sharing power, as shared power increases to the benefit to both parties.

When forming alliances and networks, however, look for ways to decrease the tendency to "overprotect" each other in your selected leadership roles. Even though such overprotection is often well-meaning, such sheltering removes the likelihood of a woman being able to "prove herself" as competent in the stressful managerial world of reality.

Attitudes change slowly. Let us not be discouraged, for there is progress. There is also reason to believe in greater progress in the future. We will continue to bring together ideas from current literature, research and personal experience. Some persons synthesize these ideas more fluently than others. One of the most effective summaries of characteristics needed by those of us who wish to be effective, as well as help others along the way, was proposed by Uehling (31), as the six C's along an "achieving path"

- confidence, the ability to set realistic goals and know you can achieve them;
- competence, gain the knowledge and skills you need to achieve your goals
- credibility, play it straight, eliminate pettiness, let others know they can count on you
- contacts, know the political system and how to use it productively
- charisma, work at that quality that rouses loyalty without authority
- commitment, that conscious deliberate long term effort required of those who are truly successful.

In summary, then, let us emphasize that when working with women aspiring to leadership we not only support their acquisition of appropriate skills, attitudes and experience, but we work together with organizations to be sure that these women can have the opportunity and power to succeed. Internal structures must be re-examined and modified if found to be wanting. Changes will help men as well as women to become more effective, productive mentors and change agents for us all.

Table 1

Years in Administrative Career and Barrier Perceptions

Category	10 Years or Less		Over 10 Years	
	# Responses	% Responses	# Responses	% Responses
1. Attitudes	6	10.9	3	13.0
2. Equity Issues	7	12.7	1	4.4
3. Communication and Climate Concerns	11	20.0	0	0.0
4. Authority and Hierarchy	5	9.1	3	13.0
5. General Policies Procedures/Rules	8	14.5	11	47.8
6. Placement and Promotion	9	16.4	2	8.7
7. Training and Sabbaticals	4	7.3	0	0.0
8. No Barriers	2	3.6	2	8.7
9. No Response	3	5.5	1	4.4
TOTAL	55	100.0	23	100.0

Table 2

Age of Respondent and Perceived Constraints

Category	30 - 39		40 - 49		50 - 59	
	#	%	#	%	#	%
1. Structural Constraints	1	7.1	4	14.3	9	50.0
2. Behavioral Constraints	0	0.0	5	17.9	2	11.1
3. Social-Interpersonal Constraints	3	21.4	5	17.9	1	5.6
4. Attitudinal Constraints	0	0.0	2	7.1	4	22.2
5. Stereotypes	2	14.3	5	17.9	0	0.0
6. Dual Standards	5	35.7	3	10.7	0	0.0
7. Relationships	1	7.1	3	10.7	0	0.0
8. None	2	14.4	1	3.5	2	11.1
TOTAL	14	100.0	28	100.0	18	100.0

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Mid-Career Administrators: Career Patterns and Gender Differences[1, 2]

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233

Mid-Career Administrators: Career Patterns and Gender Differences

Career patterns of mid-career administrators are examined in light of life and career stages. Three administrative career patterns -- Standard, Fast-Track, and Delayed -- are identified and empirically confirmed. Considerable differences exist in the proportions of men and women in the Fast-Track and Delayed Administrative Career Patterns. These patterns are hypothesized to explain differences in the needs, interests and concerns of administrators.

As even a superficial view of the national demographic data reveals, the median age of the American population is increasing [Bureau of Census, 1978]. With this trend, there is interest in studying the "older" citizen and the transitional segment of the adult population, known generally as those in "mid-life."

Many studies of the adult years have been based on the working years of the adult male: "an exclusiveness that reflects in part the literature on work careers, in part the cultural tradition that the occupational activities of women are typically sporadic and secondary to marital and parental roles, lacking characteristics of a career line." [Clausen, 1972, p. 474].

This study is concerned with the mid-life segment of the population, both men and women, and specifically focuses on identifying career patterns of mid-career administrators. To provide perspective for this study, it will be useful to provide a general background on life stages and career patterns.

Life Stages

The idea of stages of life is certainly not new. Buehler [1935], Jung [1953], Erikson [1963], and Havighurst [1948] laid the early scholarly foundation. Neugarten [1964], Super [1957], Levinson [1974, 1978], Gould [1978] and others have continued the work using life history and other psychological and sociological approaches.

In one of the pioneering studies of the 1930's, Buehler [1935] identified five life stages with notations that ages were approximations which may vary considerably from person to person:

Growth Stage (from conception to about 14)

Exploratory Stage (understanding of self and initial occupational explorations - from about 15 to 25)

Establishment Stage (time to establish a home and a career reputation - about 25 to 45)

Maintenance Stage (the time of "holding one's own" - to about 65)

Decline (decline in energy, health, tasks and responsibilities - begins about 65)

Receiving far more attention has been the work of Erikson. By the 1950's he added the notion of "generativity", which includes productivity and creation, to the stage of adulthood (Erikson, 1963). During the 1970's, Levinson [1974] and his associates issued an interim report of their study of forty men. They identified six developmental periods in the early and mid-life course [1974, pp. 243-258].

Leaving the Family (LF) - ages 16-18 to 20-24

Getting into the Adult World (GIAW) - early 20's to 27-29

Settling Down (SD) - from early 30's to mid - to late - 30's

Becoming One's Own Man (BOOM) - from late 30's into 40's

Mid-life Transition - the period of the mid-forties

Restabilization and Beginning of Middle Adulthood.

A different approach, with quite similar results was used by Gould [1978] with cross sectional data from nearly one thousand subjects, all clients of a psychiatric clinic. He developed a "rough catalog" of the concerns and changing patterns of men and women between the ages of 16 and 50. Gould identifies the stages of development with descriptive phrases supported by related assumptions [1978, pp. 3-6].

Childhood (from birth to age 16)

Leaving Our Parent's World (from 16 to 22)

I'm Nobody's Baby Now (from 22 to 28)

Opening Up to What's Inside (from 28 to 34)

Mid-Life Decade (from 35 to 45)

Beyond Mid-Life (from 45 on).

As Gould's sample included both men and women, he did address the question of careers for women in a brief section where he reminds us that a role change is really a self-definition change. Such changes are inherent in progressing from one career stage to another.

Career Stages and Patterns

Before 1950, several studies had been completed on occupational patterns. One of the best known early studies was that of Miller and Form [1951] in which they developed a work-centered sociological classification of life stages. They determined that working persons progressed through the following periods:

Preparatory Work Period (childhood)

Initial Work Period (first part-time or summer work)

Trial Work Period (entry into the full-time labor market and continuing until full-time occupation is found)

Stable Work Period (maintaining a stable occupation profile)

Retirement Period.

Later in the 1950's Super [1957] expanded the life stage work of Buehler relating her five stages to vocational development. This work in turn laid the foundation for the later work of Hall and Nougaim [1968], who identified the stages of Pre-work (0-25), Establishment and Advancement (25-45), Maintenance (45-65), and Retirement (over 65).

Building on his original study, Super [1978] also incorporated the work of Miller and Form. Using their classifications of work periods, he developed four patterns he believed to be followed by persons as they perform in the work world /1978, pp. 71-72/.

Conventional Pattern (for a person who follows the typical sequence of periods identified by Miller and Form, i.e., initial work, trial work, stable work and retirement)

Stable Career Pattern (for the person who skips the trial period and enters directly into a stable work period)

Unstable Career Pattern (a pattern of trial-stable-trial work periods)

Multiple Trial Career Pattern (a pattern of frequent changes)

Super acknowledged that there are differences in the life patterns and social roles of men and women. Even though women's careers had not been studied in comparable ways to those of men, he advanced a possible classification for career patterns for women /1978, pp. 74-75/.

Stable Homemaking Career Pattern (for women who marry without significant work experience)

Conventional Career Pattern (for those with a period of work following schooling, then marriage and full-time homemaking)

Stable Working Career Pattern (the pattern of a full-time working career which does not include marriage)

Double-Tracked Career Pattern (for the woman who continues to work after marriage)

Interrupted Career Pattern (a working, homemaking then working pattern)

Unstable Career Pattern (a pattern which includes alternating from working to homemaking as pressures demand)

Multiple Trial Career Pattern (a pattern of frequent changes, similar to this pattern for men).

As noted earlier, most studies of career patterns have been done with male subjects. One of the exceptions has been the work of Hennig [1970]. The subjects of her study were 25 women executives born in 1915 or 1916. While specific classifications were not developed, a very consistent set of events emerged from the study. Each woman executive followed a very similar sequence:

Adolescent period of high achievement
From college to a position of administrative assistant
Working for a boss who served as mentor and sponsor
Delayed marriage decision in favor of career establishment
By age 35, reassessment of life goals
A deliberate exploration of "feminine self"
Renewed energy for both career and self.

Implications

As the literature suggests, life stage varies with age. Also, the length of time a person spends in progressing through various stages of an occupation is related to the career pattern of that individual. Together, age and tenure in a given occupation are indicative of the career pattern an individual has had. For example, an individual who is 35 and has six years in an occupation has certainly had a different career pattern than one who is 55 and has six years in the same occupation.

Research Objective and Rationale

The purpose of this paper is to establish *a priori*, and attempt to confirm empirically, the career patterns of mid-career administrators. These patterns will provide the basis for a subsequent investigation of the needs, concerns, and interests of administrators who perceive themselves to be at mid-career. In the later study, we will examine whether differences in needs, concerns, and interests exist between individuals who have had different career patterns; in addition, we will examine whether differences exist between women and men with similar career patterns.

To establish the career patterns of mid-career administrators requires a re-examination of the patterns presented in the literature, particularly the separate patterns suggested by Super [1978] for men and women. This re-examination is necessary for two related reasons: (1) this study focuses upon mid-career administrators, not the general working population, and (2) in the nearly three decades since Super's work, factors affecting the balance of women and men in administrative positions have changed. The distinctions between men's work and women's work have been challenged, and legislation has been passed to provide equal employment opportunity for women and men. As a result, the following questions arise regarding the career patterns of men and women mid-career administrators: (1) what are the career patterns for mid-career administrators, (2) are both men and women found in each of these patterns, and (3) is the proportion of women in each pattern equal to the proportion of men?

The identification of career patterns and answers to these other questions should help those responsible for planning and administering the career development of administrators as well as individuals attempting to manage their own careers. If everyone has followed the same pattern in arriving at a specific career stage, then a single career development program may serve everyone at that stage equally well. However, if people have had markedly different patterns, they may require different programs.

If equal opportunity for career growth and development is to be provided for all organizational members, different training and counseling programs will be required to meet the different needs that arise because of gender, career pattern, or other relevant factors.

Career Patterns of Mid-Career Administrators

The patterns presented below are based on the following assumptions: (1) administrators who perceive themselves as being in mid-career are probably no younger than 30 and no older than 60, (2) distinct administrative career patterns are based upon the age of an individual at the time of entry or re-entry into administration, and (3) stages within a career pattern are identifiable on the basis of the number of years spent in an administrative career.

The first assumption is based upon the ages associated with life and career stages presented earlier. The second assumption is based upon the career patterns for men identified by Super [1978]. A distinguishing characteristic of those patterns is the existence of a stable period and whether or not it occurs following a trial period. Super identifies a career pattern without a trial period before the stable period as a Stable Career Pattern and a pattern with a trial period followed by a stable period as a Conventional Career Pattern. Obviously the person's age upon entering the stable period is a distinguishing characteristic in the two patterns. Similarly, the age of a person upon entering administration is used as a distinguishing characteristic for the patterns below. The third assumption is based upon Levinson's finding that people in mid-life continue to develop and progress through stages of life. By analogy, mid-career administrators continue to develop and progress through stages as they spend time within an administrative career.

Using these assumptions as well as the current writings related to career mobility, occupational re-entry, affirmative action and equal employment opportunity programs, one can theorize that there are three major career patterns for mid-career administrators, and within each pattern there are two or more stages related to years of administrative experience. The three patterns are identified as the Standard Administrative Career Pattern, the Fast Track Administrative Career Pattern, and the Delayed Administrative Career Pattern.

Standard Administrative Career Pattern. The first pattern, which is designated as the Standard Administrative Career Pattern, is somewhat comparable to Super's Conventional Career Pattern for men and Stable Working Career Pattern for women [1978]. Women and men in this pattern would have had time to complete their formal academic training as well as complete their periods of trial employment before becoming established in their managerial professions.

Mid-career administrators between 30-39 having ten or fewer years of administrative experience are in the first stage of the Standard Administrative Career Pattern. (See Figure 1.) Those between 40-49 having 11-20 years of administrative experience are in the second stage of this Standard Pattern. Those between 50-59 having 20 or more years of experience are in the third stage of this Standard Pattern. All administrators in this pattern entered administration at a relatively similar age (specifically before age 39) and have had limited, if any, drop out periods.

INSERT FIGURE 1 ABOUT HERE

Fast-Track Administrative Career Pattern. A second pattern, which is designated as the Fast-Track Administrative Career Pattern, may be somewhat comparable to Super's Stable Career Pattern for men but has no counterpart in the patterns he suggests for women [1978]. With the number of organizations which have been involved in management trainee programs in the 1960's and 1970's it seems evident that many bright young people would have been identified and trained earlier than their counterparts who followed the Standard Pattern. These Fast-Track persons have been variously referred to as Waterwalkers, Stars, and Movers, but whatever the reference, they are undoubtedly persons with a differing career pattern from the majority and perhaps very different sets of needs, interests, and concerns. [See for example, Guvenc & Gutmann, 1976; Ference, Stoner & Warren, 1977; Miller, 1973; and Revans, 1971].

Mid-career administrators - between 30 - 39 having 11 or more years of administrative experience are in the first stage of this pattern. (See Figure 2.) Those between 40 - 49 having 20 or more years of experience are in the second stage of this pattern. Persons in this pattern have typically entered their administrative careers before the age of 29 and have had very limited, if any, drop out periods.

INSERT FIGURE 2 ABOUT HERE

Delayed Administrative Career Pattern. The third pattern, which is called the Delayed Administrative Career Pattern, has some similarity to Super's Interrupted Career Pattern for women and Unstable Career Pattern for men. More and more men as well as women are reportedly entering careers after extended trial periods, are re-entering careers after drop-out periods, or are entering new careers later in life. (See for example, Khosh [1976], Paddock [1977], and Robbins [1978].) In an effort to accommodate these greater numbers of drop-outs, re-entries, and career changes, this pattern includes a wider age range than the previous two patterns.

Mid-career administrators between 40-59 having ten or fewer years of administrative experience are in the first stage of the Delayed Administrative Career Pattern. (See Figure 3.) Those between 50-59 having 11 to 20 years of experience are in the second stage of this delayed pattern. In this pattern are persons who either entered administration before the ages of 49-59 with limited, if any, drop-out period but have required longer to reach administration than the other two patterns or those who entered earlier than age 40, but have had extended drop out periods.

INSERT FIGURE 3 ABOUT HERE

Specific Hypotheses

As a foundation for the later study of needs, interests and concerns of mid-career administrator, it is useful to test the validity of the four hypotheses below regarding the relative frequency of occurrence of these patterns and the proportion of women in each pattern compared to the proportion of men. These are descriptive hypotheses, based on the literature regarding men and women in administrative positions and their career patterns. Testing these hypotheses will indicate whether the current literature reflects reality, at least for this time in history. As life styles in America change, however, what we find today may not hold true in the future. Nevertheless, knowing "what is" should help individuals as well as organizational policy setters make better decisions regarding career choices, the design of career identification and development programs, and ultimately increase utilization of managerial expertise.

Hypothesis 1: For men who have chosen managerial occupations, the largest proportion will be found in the Standard Administrative Career Pattern, and the smallest proportion in the Delayed Pattern. It follows from this that the proportion of men in the Fast-Track Pattern will be greater than in the Delayed and less than in the Standard.

This hypothesis is based on the assumption that the largest proportion of men will be found to follow the Standard Pattern as these are the men who entered administration before the age of 39. By then they would have had time for college, trial employment, and progression through a series of training experiences before becoming established administrators. By the same token they would not have had time to have made significant career shifts or have had extended drop out periods.

A relatively moderate number of men will be in the Fast-Track Pattern. While many firms and organizations may have management identification and development programs, only a limited number of outstanding persons can be selected for these programs. Without such early identification, training and career development, few persons gain sufficient background and experience early enough in life to be classified as having a Fast-Track Administrative Career Pattern.

Very few men are expected to be in the Delayed Pattern. Following cultural norms, the majority of men have probably selected a career option with the expectation of a long term career commitment encompassing little, if any, drop out period. Even though changing life styles are reportedly leading to increased acceptability of mid-life career changes by men, such changes have presumably not yet been recorded in sufficient numbers to alter the basis of this hypothesis.

Hypothesis 2: For women who have chosen managerial occupations, the largest proportion of them will be found in the Delayed Pattern, and the smallest proportion in the Fast-Track Pattern. It follows from this that the proportion of women in the Standard Pattern will be greater than in the Fast-Track Pattern and less than in the Delayed Pattern.

This hypothesis is based on a number of gender related issues in management. Due to family related responsibilities, many women probably delay career decisions, and either begin a career at a later age than men or drop out of formal employment for an extended period of time leading to an interrupted career sequence. Another probable factor in the predominance of women in the Delayed Pattern would be the recent legislative compliance pressures which have led many institutions to reassess the talents of their mature women employees, thus opening the management field to many women who would not otherwise have been included.

During the 1950's and 1960's, the years in which today's mid-career Fast-Trackers entered administration, few women, in relation to the number of men, were entering male-dominated occupations; and even fewer had the background and experience to be identified as candidates for special management development and training, thereby restricting their numbers in the Fast-Track Pattern. Prior to the recent emphasis on the employment of women, given impetus by legislative and executive enactments barring discrimination on the basis of sex [1964, 1971, 1972 and 1974] most management recruiters may well have avoided consideration of women for Fast-Track management positions.

As for the women in the Standard Pattern, some have surely made career choices similar to those of their male colleagues. However, these women have probably had to make "either-or" choices regarding a family or a career, a decision not typically required of men, thereby keeping the total number of women in management relatively small.

Hypothesis 3: The percentage of men in the Standard Administrative Career Pattern will be equally divided across all three stages of the pattern.

The pattern represents three decades of managers and administrators. The sociocultural norms relating to management as a viable career option for men have not changed markedly during these three decades.

Hypothesis 4: The percentage of women in the Standard Administrative Career Pattern will be greater in the early stage than in the middle stage, and greater in the middle stage than in the late stage.

This hypothesis is also based on the probable effects of recent legislation and social changes which have placed an emphasis on recruiting more women into management positions within the 1970's, thus accounting for the greatest percentage to have started their administrative careers within the decade. The mature woman 50 to 59 years of age, with more than 20 years of administrative experience, is proportionately rare. During the 1950's, immediately following World War II women were once again expected to stay at home and reestablish the importance of the family with a non-working mother or wife.

METHODOLOGY

Population and Sampling Procedure

Ideally, all mid-career administrators would be the population for confirming the empirical existence of the three patterns and testing these hypotheses. Practically, funding limited the size of the sample. Thus, the population was defined as those mid-career administrators employed by the fifty largest industrial corporations (based on the 1978 "Fortune 500" listing) and the fifty largest universities (based on student enrollment data in the *1979 World Almanac*). A letter with four questionnaires was sent to the chief executive officer (CEO) of these organizations explaining the project. The letter also requested that this officer select two women and two men within the administrative staff to complete the questionnaires and return them with complete anonymity to the researcher. Of the 400 questionnaires mailed in the 100 letters, 109 were returned. Of those returned, 72 (31 women and 41 men) perceive that they are in mid-career (rather than beginning or late career) and spend more than fifty per cent of their time in managerial activities, thereby qualifying them as full-time, mid-career administrators.

Measures

The primary variables of interest--career pattern and stage within pattern--were based on the *a priori* patterns and stages presented above and empirically developed from the respondents' reporting of age and years in administrative career. Response categories for age were (1) under 30, (2) 30-39, (3) 40-49, (4) 50-59, and (5) over 60. Response categories for years in administrative career were (1) less than 5, (2) 5-10, (3) 11-15, (4) 16-20, and (5) over 20. Thus, an individual between 30-39 and having 10 or fewer years of administrative experience is in the first stage of the Standard Pattern. See Figures 1-3 above or Table 2 below for the combinations of age and tenure that yield all the possible career patterns and associated stages.

All other variables were obtained from direct questions in the survey. Specifically, gender, time spent in managerial activities (0-50%, 51-100%), personal perception of career stage (beginning, mid or late), and type of organization (education or business) were based on self-report. Only those respondents reporting that they spent more than 50% of their time in managerial activities and perceived themselves to be in mid-career are used in this study. Of the 72 full-time, mid-career administrators identified, 55 are from the universities, 15 are from business and 2 did not report their type of organization.

RESULTS

In general, the combination of age and years in an administrative career yields results indicating the sampling procedure led to a reasonably representative sample of men and women mid-career administrators. (See Table 1.) The largest percentage of administrators who perceive themselves at mid-career (50.0%) are in the 40-49 age range; in addition, the largest percentage (40.3%) have had a moderate number of years (11-15) in this career; finally, the largest percentage (25.0%) are in the 40-49 age range and have had 11-15 years of experience as an administrator. No mid-career administrators were under 30 or over 60. These results compare favorably with the literature on life and career stages reviewed earlier.

INSERT TABLE 1 ABOUT HERE

Relative Frequency of the Three Patterns: Hypotheses 1 and 2.

Table 2 shows the career patterns and stages based on the *a priori* patterns and stages presented above and developed from respondents' reported age and years of administrative experience. For women the Delayed Pattern has the greatest percentage (51%), followed by the Standard Pattern (45%), and then the Fast-Track Pattern (3%). For men, the Standard Pattern has the greatest percentage (51%), followed by the Fast-Track Pattern (29%), and the Delayed Pattern (19%). These results lend support to both hypotheses 1 and 2 regarding the relative frequency of each pattern for men and for women.

INSERT TABLE 2 ABOUT HERE

Relative Frequency of the Stages in the Standard Pattern:

Hypotheses 3 and 4

For women Table 2 shows that the first stage of the Standard Pattern has the greatest percentage (26%), followed by the second stage (19%), and then the third stage (0%). For men the second stage has the largest percentage (37%), followed by the third stage (10%), and the first stage (5%). These results lend support to hypothesis 4 regarding the relative occurrence of women in the stages of the Standard Pattern but do not support hypothesis 3, which hypothesizes a relatively even distribution of men across all three stages of the Standard Pattern.

Further Analysis of Gender Differences

The previous analysis for hypotheses 1-4 has examined the samples of women and men separately. A comparison of the percentages of men and women in each of the three career patterns yields further evidence of gender differences in career patterns. The Standard Pattern has 45% of the women compared to 51% of the men; the Fast-Track Pattern has 3% of the women compared to 29% of the men; and the Delayed Pattern has 51% of the women compared to 19% of the men. A chi-square analysis of the 3x2 table of the men and women in each pattern yields a computed chi-square of 12.3. This value is significant beyond the .01 level for two degrees of freedom, statistically supporting the differences in percentages that are apparent upon visual inspection.

DISCUSSION

To summarize the answers to the three questions that were raised earlier regarding the career patterns of women and men mid-career administrators: (1) three patterns have been identified and labeled as the Standard, Delayed, and Fast-Track Administrative Career Patterns, (2) both men and women are found in each of the patterns, but (3) the proportion of women in the Fast-Track pattern is far less than the proportion of men, while the proportion of men in the Delayed Pattern is far less than the proportion of women.

Furthermore, the results from this research lend support to an hypothesized increase in the movement of women into administrative positions in more recent years. The fact that 26% of the women respondents are in the first stage of the Standard Pattern while none of the women occupies the third stage should be hopeful news to aspiring women administrators of today's generation and perhaps a reminder of the conditions facing women in previous generations. The small percentage of women (3%) in the Fast-Track Pattern indicates, as suggested earlier, that women affected by recent legal and social changes have not yet reached mid-career. If these changes do have an impact on aspirations and opportunities, this percentage should rise in future years.

The hypothesized distribution of men in the three stages of the Standard Pattern was not supported. One explanation of the relatively low percentages in the early and late stages could be that relatively fewer men are entering administration at a standard entering age, having been displaced by women or choosing other career options; and of those that have been through the second stage, many decide to leave administration because of burn out or career interest changes. Another explanation, given the sampling procedure used in this study, is that the CEO selecting the two men and women to participate in this study selected administrators with relatively high visibility. Those would quite possibly be women in any pattern and stage because of their relatively few numbers compared to men, fast-track men, and older, more experienced men who would have had more of an opportunity to become visible to the CEO. Thus, younger men in the Standard Pattern may have had less probability of selection, leading to a relatively low percentage of men in the first stage of the Standard Pattern. In addition, since the letter requesting the CEO's help indicated the project was concerned with mid-career administrators, the CEO may have been more likely to select an administrator in middle age, specifically 40-49. Thus, the probability of sampling those administrators in both the first and third stages of the Standard Pattern would be lower, thereby leading to the relatively high percentage of men in the second stage of the Standard Pattern and the relatively low percentages in the first and third stages.

Limitations

Given the nature of the sampling procedure and the differing rates of return from administrators in business and education, these results should be interpreted with some caution. The results are heavily weighted by administrators from universities as compared to business. As already pointed out, the CEO's choice of administrators to participate in this voluntary research project was not a purely random selection procedure. Thus, the assumptions for any statistical inference are not strictly met. Nevertheless, the results in Table 1 and the support for three of the four descriptive hypotheses are consistent with other literature on life and career stages.

Hypotheses for Future Reseach

Even when these results are tempered with the realization that the sample on which they are based is relatively small, the population was not defined to include all mid-career administrators, the sampling procedure was not completely random, and the responses are more heavily weighted toward university rather than business administrators, at least two hypotheses based upon the existence of these patterns are worth entertaining and researching in the future:

1. The needs, interests, and concerns of mid-career administrators will differ across the three career patterns.
2. The needs, interests, and concerns of mid-career administrators will be more closely related to career pattern and stage than to gender.

What these two hypotheses are suggesting is that the socialization and adjustment processes are more similar within career patterns and stages than across them; furthermore, both men and women who have already entered administrative careers experience more similarities in socialization and adjustment processes associated with their career pattern than differences associated with gender. Both researchers and practitioners should be aware of at least two implications arising from these evolutionary hypotheses and the results found in this study.

First, researchers attempting to investigate these hypotheses should recognize that the selection of an appropriate test sample may be a difficult process. Given the relatively small proportions of men found in the Delayed Pattern and the small proportions of women found in the Fast-Track Pattern and the third stage of the Standard Pattern, a random sample of men and women administrators is unlikely to yield a sample with enough men and women in each pattern and stage to permit meaningful comparisons. Thus, sampling or testing strategies will need to be designed to circumvent this problem, or else investigation of these hypotheses will have to wait for changes to occur in the proportions of men and women in each pattern. If these existing differences in proportions within and across patterns are ignored, tests of differences in the needs, interests, and concerns of men and women mid-career administrators may mistakenly discover gender differences when they should more correctly describe them as pattern differences.

Second, those practitioners who are responsible for the optimum placement, training, and productivity of personnel within an organization should recognize that their strategic and operational plans may need to take into account not only gender but also career pattern differences. Regarding gender, for example, these practitioners are obviously going to have to continue to be or become more aware of existing policies or practices that create barriers for either women or men wanting to follow any of the three career patterns, but particularly the Fast-Track or Delayed Patterns where currently there are considerable differences in proportions of men and women. Moveover, they should consider, if they have not done so already, designing their training and development programs and reward systems on the basis of the career pattern and stage of administrators rather than on the basis of their gender. For example, this would mean that a 35 year old administrator who has been active in administration for 12 years would be treated similar to other Fast-Track administrators regardless of gender. Training programs would not be provided for men and women separately; rather different programs would be provided for Fast-Track, Standard, and Delayed administrators.

Other hypotheses could be developed to reflect the differential impact of the socialization and adjustment processes associated with the three different career patterns while also reflecting the impact of other factors influencing the individual, such as household responsibilities or whether the individual is a member of a dual career household.

SUMMARY

The literature lacks empirical comparisons of the career patterns of men and women while generally suggesting that differences do exist because, e.g., of the tendency for women to drop out for family related reasons or to delay initial entry into a career. In this paper, Standard, Fast-Track, and Delayed career patterns applicable to mid-career administrators were identified conceptually and their existence confirmed empirically. Both men and women were found in each pattern. Men were found to have the greatest percentage in the Standard Pattern, followed by the Fast-Track, then the Delayed Pattern. Women were found to have the greatest percentage in the Delayed Pattern, then the Standard, then the Fast-Track Pattern. Gender differences were further highlighted with a greater percentage of men than women being found in the Fast-Track Pattern and a greater percentage of women than men being found in the Delayed Pattern.

Hypotheses were proposed suggesting that socialization and adjustment processes represented in the three career patterns are more enlightening than gender as explanations of individual differences and similarities. Implications for human resource and training personnel were considered. The role of future research is to discover whether or not these career patterns do, indeed, lead to more enlightening explanations of the needs, interests, and concerns of mid-career administrators.

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FOOTNOTES

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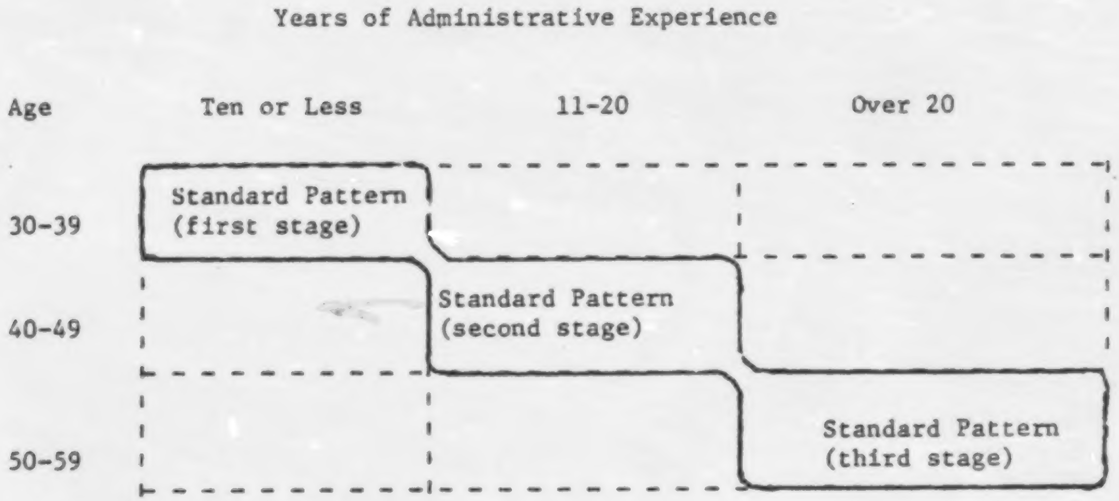
[2] An earlier version of this paper was accepted for presentation at the 1980 Academy of Management.

[3] We wish to thank Larry E. Short for his comments on earlier drafts of this paper.

Figure 1. Standard Administrative Career Pattern



Years of Administrative Experience

Age	Ten or Less	11-20	Over 20
30-39	Standard Pattern (first stage)		
40-49		Standard Pattern (second stage)	
50-59			Standard Pattern (third stage)

Figure 2. Fast-Track Administrative Career Pattern

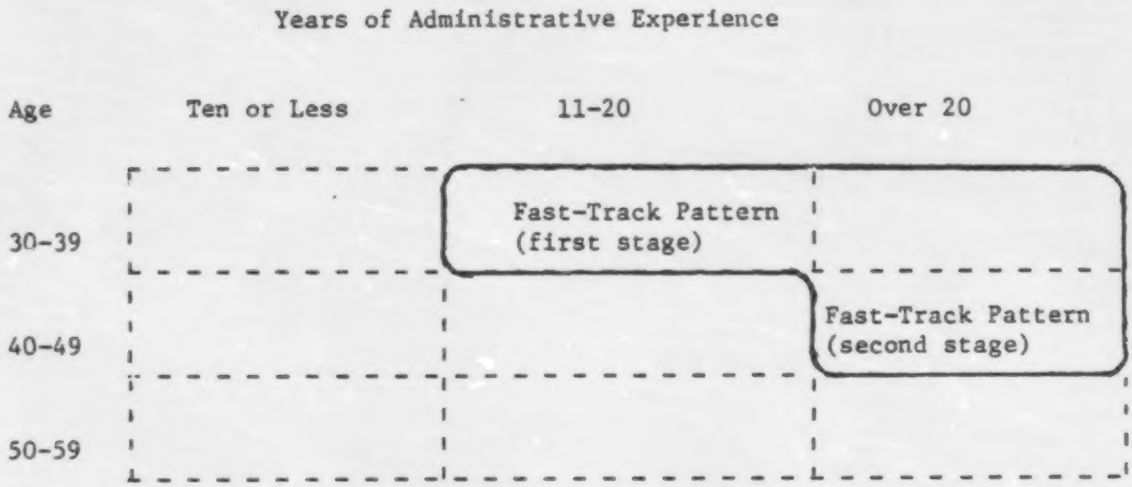

Years of Administrative Experience
Age
Ten or Less
11-20
Over 20
30-39
40-49
50-59
Fast-Track Pattern
(first stage)
Fast-Track Pattern
(second stage)

Figure 3. Delayed Administrative Career Pattern

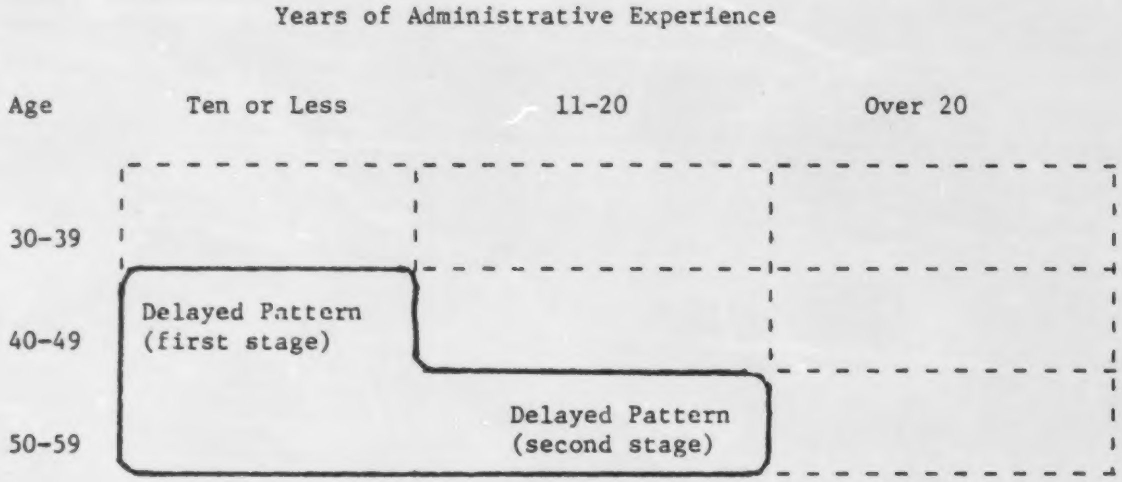

Years of Administrative Experience
Age
Ten or Less
11-20
Over 20
30-39
40-49
50-59
Delayed Pattern
(first stage)
Delayed Pattern
(second stage)

TABLE 1.

Age and Administrative Experience of Mid-Career Administrators

Age	Years of Administrative Experience					
	Less than 5	5-10	11-15	16-20	Over 20	Total
30-39	3[a] (4.2)[b]	7 (9.7)	8 (11.1)	1 (1.4)	0 (0)	19 (26.4)
40-49	2 (2.7)	9 (12.5)	18 (25.0)	3 (4.2)	4 (5.5)	36 (50.0)
50-59	1 (1.4)	6 (8.3)	3 (4.2)	3 (4.2)	4 (5.5)	17 (23.6)
Total	6 (8.3)	22 (30.6)	29 (40.3)	7 (9.7)	8 (11.1)	72 (100.0

[a] Number of respondents

[b] Percentage of respondents (rounded)

TABLE 2.

Career Patterns and Stages of Mid-Career Administrators

Pattern	Stage	Age	Years of Administrative Experience	Number of Respondents			
				Men		Women	
Standard	First	30-39	10 or fewer years	2	5%	8	26%
	Second	40-49	11-20 years	15	37%	6	19%
	Third	50-59	More than 20 years	4	10%	0	0%
			Total	21	51%	14	45%
Fast-Track	First	30-39	11 or more years	9	22%	0	0%
	Second	40-49	More than 20 years	3	7%	1	3%
			Total	12	29%	1	3%
Delayed	First	40-49	10 or fewer years	6	14%	12	38%
	Second	50-59	11-20 years	2	5%	4	13%
			Total	8	19%	16	51%
			Grand Total	41	100%	31	100%

SECTION V: PROGRAM MATERIALS

(Achievement of Objective Four)

General Comments..253

Concerns and decisions regarding the development of program materials; the format of the materials developed; validation procedures are discussed.

Managerial Roles and Functions.................................... 255

An introductory module which covers such topics as the managerial processes and functions, assumptions regarding human nature and the managerial job, an assessment of attitudes about employees, a career development system and an opportunity to develop a personal action plan.

Formal Communication.. 269

Topics include a general communication model, problems, steps to take and guidelines to the improvement of skills relating to formal communication in the work setting. Sections are also included which specifically relate to on-the-job training, behavior modification and workshop role exercises.

Interpersonal Communication..291

Non-directive communication, problem solving and interperosnal interventions are examined. Role situation exercises and personal experience are particularly important to this module.

Decision Making 301

Elements of the decision making process, inventories and worksheets combine to assist the participant in the refinement of decision making skills.

Time Management 311

Not only must a manager achieve objectives by "doing work through other people", the successful administrator must also be a "self-manager" and the management of time, or self in relation to time is a significant area if one is to be perceived as successful.

Management by Objective 320

While this topic is not as visible in the current literature as it was a few years ago, respondents continually refer to the need to establish goals, develop action plans, plan objectives with their superiors and subordinates, and be able to evaluate performance effectively. This module is designed to assist with these skills.

Suggested Seminar and Workshop Schedules 342

Schedules that worked successfully during validation experiences.

GENERAL COMMENTS REGARDING PROGRAM MATERIALS

As noted earlier, there seems to be no area of general consensus as to what needs, and therefore what materials, should be or could be developed that would satisfy a universal need of mid-career women in administration. The more we understand about career stages the more evident it seems that training needs are related to competence and experience levels rather than to gender or age.

Because of these assumptions, it was decided to concentrate on several skill modules that did seem to have a general need as determined through interviews with training directors, conference coordinators, and others who work in this area of designing training programs.

In preparation for the development of these program materials, general areas of concern were tentatively identified through interviews with various administrators and trainers. Throughout the following months, materials were designed, developed and used. It was apparent, for the time being at least, that the areas in which persons expressed an interest were those skill areas in which persons expressed an interest were those skill areas in which they lacked either experience, training or both.

Within this section of the report are program segments which focus on five specific skills that can be improved through study and practice. Throughout each cycle of use, the comments and evaluations of participants have been carefully evaluated and the modules modified as necessary to further improve their utility in adminstrative training events.

The modules were originally designed as three-hour segments which could be sequenced and modified as needed. For this reason the formats are purposefully general to allow a wide variety of instructional strategies, participant involvement, timing and sequence. A competent trainer can therefore modify the presentation of these materials to meet the specific needs of individual audiences.

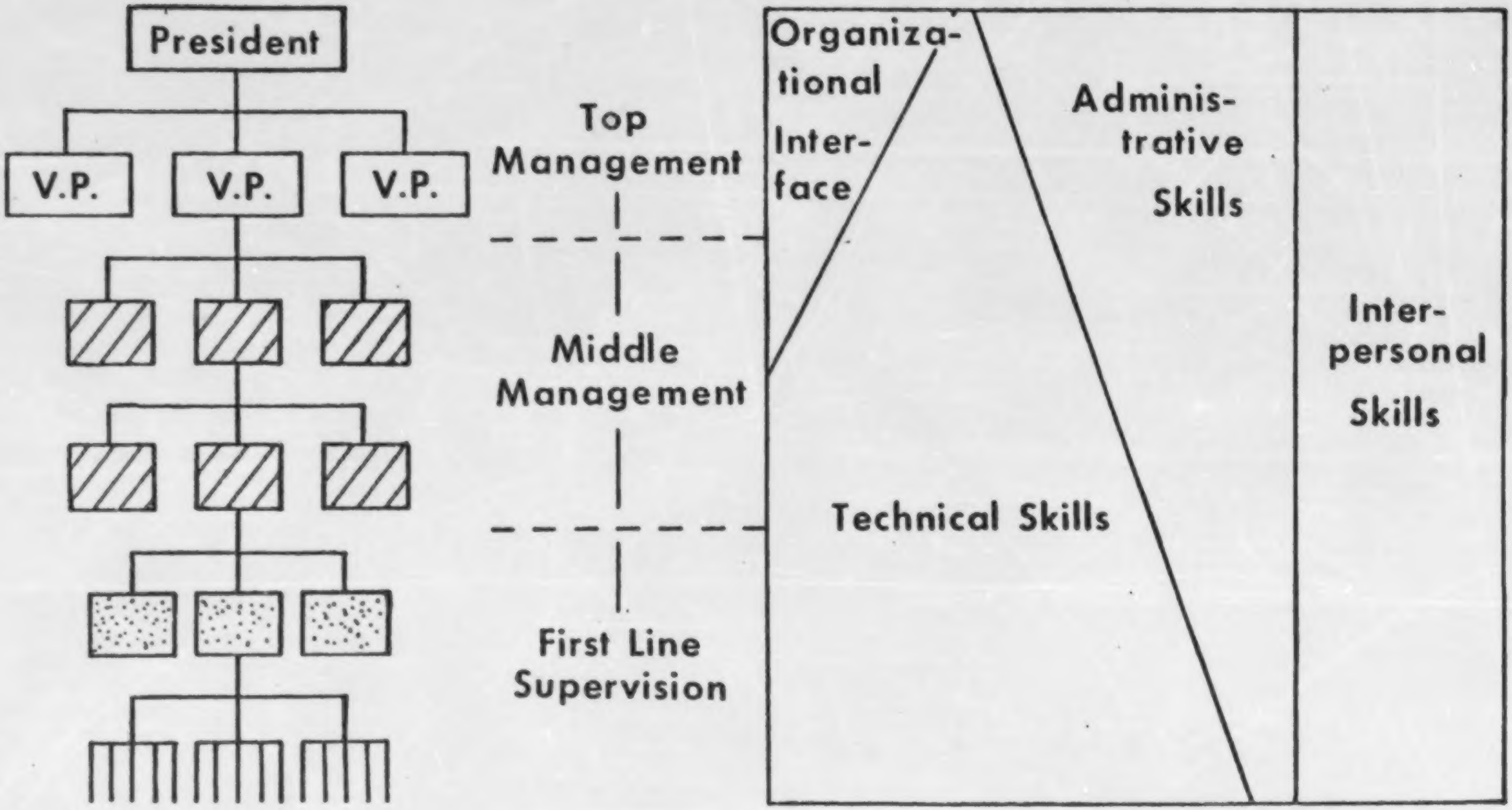
The following modules were developed during 1979 and have been continually revised and modified. Credit for the development and review of these materials must be shared with Dr. Larry E. Short, Professor of Management, College of Business Administration and Drake University, and a member of the local Cooperative Development Committee of this project.

Each training segment has been used with groups of women, or groups of women and men from at least three of the following institutions or agencies. Each agency listed has participated in the validation of two to four of the six modules included in this report. Other groups, such as the University Faculty Development Board and the Women's Re-Entry Program, have participated in other modifications of the modules.

United Federal Savings and Loan—Iowa based managers and officers
U.S. Veteran's Hospital—Des Moines based supervisory personnel
Iowa Law Enforcement Academy—Police officer management training
Iowa Mehtodist School of Nursing—Public Health supervisors
Des Moines Savings and Loan—Management personnel
Mid-Continent Bottlers, Inc.—Corporate and Regional management
Rolscreen, Inc.—Cost Center Managers and Supervisors
College of Continuing Education—Management and Supervisory Training

MANAGERIAL ROLES AND FUNCTIONS

MANAGERIAL SKILLS



President

V.P.

V.P.

V.P.

Top Management

Middle Management

First Line Supervision

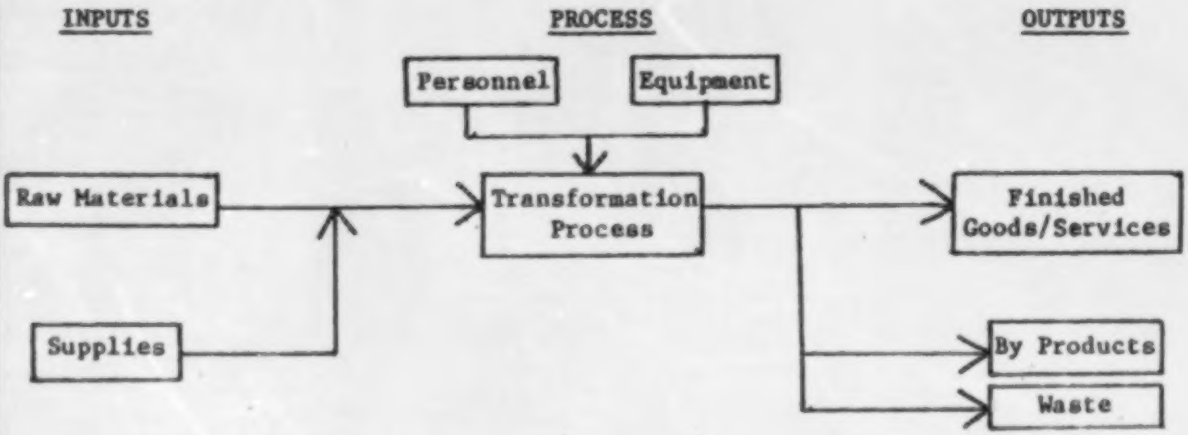
Organizational Interface

Administrative Skills

Technical Skills

Interpersonal Skills

MANAGEMENT PROCESS


INPUTS
PROCESS
OUTPUTS
Personnel
Equipment
Raw Materials
Transformation Process
Finished Goods/Services
Supplies
By Products
Waste

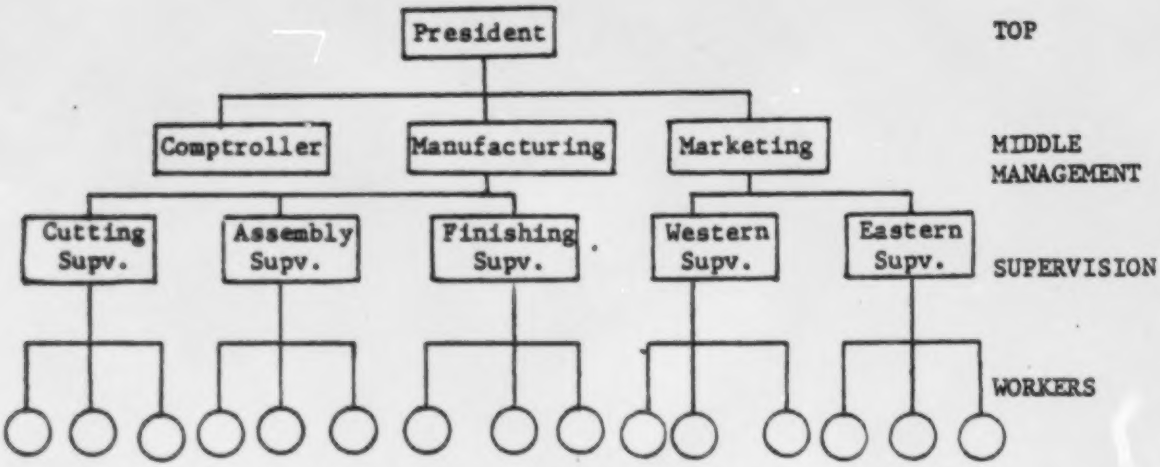
Supervisors are responsible for the effective and efficient transformation of inputs into outputs.

Effective implies the carrying out of departmental objectives leading to the accomplishment of organizational goals.

Efficient implies the best utilization of scarce resources in transforming inputs into outputs.

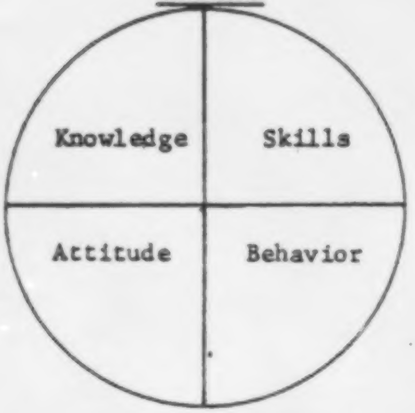
FUNCTIONS OF MANAGEMENT

ORGANIZATIONAL CONCEPT

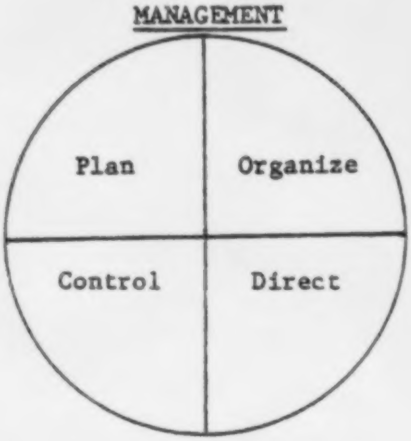

President
Comptroller
Manufacturing
Marketing
Cutting Supv.
Assembly Supv.
Finishing Supv.
Western Supv.
Eastern Supv.
TOP
MIDDLE MANAGEMENT
SUPERVISION
WORKERS

RESPONSIBILITIES

WORKERS


Knowledge
Skills
Attitude
Behavior

MANAGEMENT


Plan
Organize
Control
Direct

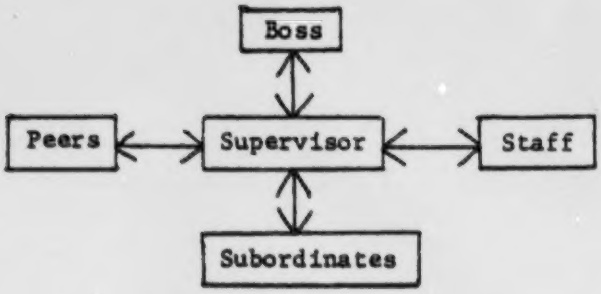
AUTHORITY

Source

Delegation

Authority/Responsibility

MANAGERIAL ROLES


Boss
Peers
Supervisor
Staff
Subordinates

Authority and Responsibility for

Planning
Organizing
Directing
Controlling

Relationships with

Boss
Subordinates
Peers
Staff

Problem Areas

MY MANAGERIAL ROLE

A fundamental purpose of this seminar is to provide you with the opportunity to work toward a more meaningful understanding of your authority, duties, responsibilities, and relationships. Thus, your success in the program will depend very substantially upon how well you are able to clarify in your own mind the functions and responsibilities of your present assignment, both with respect to expectations of your superiors and the working relationships with your associates.

You are asked to think about the following questions and talk them over with your supervisor and peers.

1. What do I understand to be my functions, my responsibilities, the extent of my authority, and the general scope of my present assignment? (This does not refer only to what is written in a formal job description.)

2. How do my understandings compare with the understandings of my supervisor and peers?

3. How is the quality of my performance assessed? How do I feel about this?

4. What are my major problems? What training or development do I need? What am I doing about this? What are others doing about this?

A checklist relating to some of your responsibilities is provided below to aid you in your thinking.

1. Selecting and Assigning Employees

   What authority do you have to make or recommend changes in assignments? Are needed skills utilized effectively? Future needs? Emergencies? What do you do to fill vacancies? Who interviews and selects your employees?

2. Evaluating Worker Performance

   What standards do you use? Who evaluates employees? Are performance standards written? Who develops them? Do you discuss them with employees? How often?

3. Training and Development of Employees

   How do you determine your employees' immediate as well as long-range training needs? Are you meeting these needs? How? Who gives training? How do you get a new worker off to a good start?

4. Maintaining Management-Employee Communications

How are you kept informed about matters of interest to you and your employees? How do you pass this information on to your employees? How do you use written materials? Voice communication? Do you follow up to assure understanding? How do you get and reflect employee opinions to your superior?

5. Counseling and Disciplining Employees

What authority do you have to take action against employees who misbehave? How do you deal with such problems? Do you discuss this with employees before you take action? Do you get help in deciding on appropriate action? What do you do to correct and prevent problems?

6. Absenteeism

What authority do you have in administering leave, approval, disapproval, scheduling, review of usage, tardiness? Do your employees use leave wisely? Any abusers? How do you know? What do you do to reduce absenteeism?

7. Peer Relationships

Are there any peer relationships that are critical to the success of your job? How do you better these relationships? Are others aware of the importance of these relationships?

8. Planning

What kind of planning is required in your job? Are you responsible for initiating plans or carrying out the plans of others? What is the time frame of your planning cycle? Are specific objectives set?

9. Control

Does your job require that you check your own work or does someone else determine the adequacy of your work? Do you set up control points for your subordinates? Are control points set up for you? How is information provided to you in order that you can determine your progress toward established goals?

10. Criteria of Effectiveness

What criteria is used to assess your effectiveness in doing your job (e.g., timeliness, cost, quality, quantity, employee morale, etc.)? How do these criteria fit into the contribution of your unity to the overall organization?

THE MANAGERIAL FUNCTION

A fundamental purpose of this seminar is to provide you with the opportunity to work toward a more meaningful understanding of the general managerial function in your organization. You are asked to think about the following questions and discuss them with your associates.

1. How is authority and responsibility allocated vertically throughout the organization? (e.g., top management, middle management, first level supervision, non-supervisory personnel.)

2. Are different skills and abilities needed by managers in different hierarchical levels of the organization? Explain.

3. What criteria of effectiveness is used in the organization?

    a. Criteria used to assess overall organizational and subunit success (e.g., profit, growth, efficiency, etc.).

    b. Criteria used to assess product or service (e.g., quantity, quality, availability, uniqueness, etc.).

    c. Criteria used to assess managerial performance (e.g., timeliness, cost, employee morale, quantity, quality, etc.).

4. What is the organizational climate of your organization?

LEADERSHIP STYLE vs. ORGANIZATIONAL SITUATION

Concept

Leader effectiveness is a function of leadership style and the situation faced by the leader.

Leadership Style

People Oriented Supervisor
  Work atmosphere of mutual trust,
  Respects subordinate's ideas,
  Considerate of subordinate's feelings,
  Encourages good superior/subordinate rapport.

Task Oriented Supervisor
  Structures role toward goal accomplishment
  Actively involved in planning work activities,
  Communicates pertinent job information,
  Concerned with work scheduling.

Situational Factors

Leader-member relations
  Degree of confidence subordinates have in supervisor,
  Loyalty shown leader.

Task Structure
  Degree to which subordinate's jobs are routine.

Position Power
  Leader's official authority in allocating reward/punishment,
  Support leader receives from management.

Assumption

Match of leadership style and situational factors will result in optimal leadership effectiveness.

ORGANIZATIONAL PROFILE

According to Rensis Likert, an organization can be described in terms of six operating characteristics. These are:

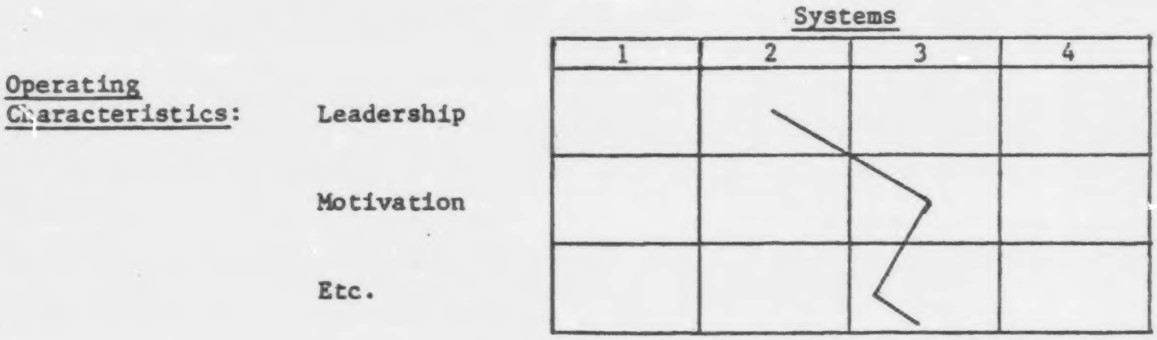
- Leadership
- Motivation
- Communication
- Decision Making
- Goal Setting
- Control

The manner in which management performs in these six operating characteristics can be located in four major zones of management style. These zones are identified as Systems 1-4 as follows:

System 1: Exploitive-Authoritative
System 2: Benevolent-Authoritative
System 3: Consultative
System 4: Participative Group

This information can be developed into a matrix which presents a profile of the organization such as:

Profile



Likert believes that the most effective organization is a System 4 organization which uses: a) the principle of supportive relationship, b) group methods of supervision and decision making, and c) high performance goals for the entire organization.

CAREER/PERSONAL DEVELOPMENT

Concept: (1) You are primarily responsible for your own personal and career development.

(2) The management of your career progression is quite similar to the management of any other endeavor which requires:

Planning
Organizing
Execution
Control

Career Development System

(1) Clarification of job reqiurements
  - -Duties/Authority/Responsibility
  - -Relationships/Expectations

(2) Establishment of goals
  - -Primary/intermediate goals
  - -Self assessment
  - -Steping stone objectives
  - -Plan of action

(3) Execution of plan of action

(4) Appraisal of results
  - -match accomplishments with objectives
  - -Recycle system

INDIVIDUAL GOAL SETTING
Worksheet

TARGETS

Primary

Intermediate

SELF ASSESSMENT

	Strengths	Areas of Need
Technical Skills		
Human Skills		
Administrative Skills		
Personal Priorities		

PLAN OF ACTION

MY ACTION PLAN

Thinking about my own office setting, how will I answer the following questions?

As a result of this seminar, what am I going to do when I get back to my office setting?

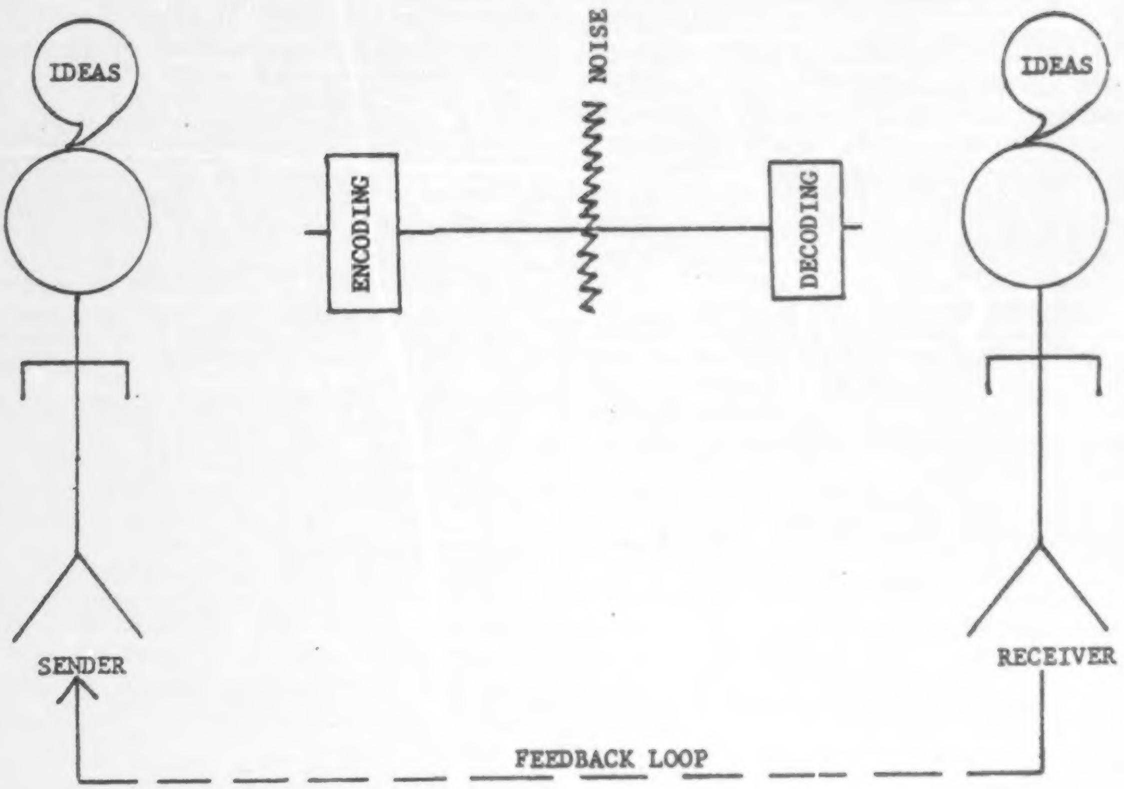
a) What is one special outcome I want to achieve?
b) How will I know when I have achieved my objective?
c) How will I measure my progress along the way?
d) What specific steps will I take to reach my goal?
e) How long will it probably take me?
f) What problems, barriers and resistance might I encounter?
g) How can I minimize my problems?
h) What people and other resources do I wish to help me?
i) What will my plan cost? In money? In other ways?
j) What will be the benefits? To me? To others?
k) What else do I need to think about ahead of time?

MY ACTION PLAN
(continued)

FORMAL COMMUNICATION

282

GENERAL COMMUNICATION MODEL


IDEAS
NOISE
IDEAS
ENCODING
DECODING
SENDER
RECEIVER
FEEDBACK LOOP

COMMUNICATIONS OUTLINE

General Communications

- Communications Model
- Barrier to Good Commucation
- Overcoming Barriers
- Formal Organization Communications

Directive Communications

- Employment Interviews
- Performance Evaluation and Disciplinary Interviews
- On-the-job Training

Non-Directive Communications

- Inter-Personal Problems

TYPES OF FORMAL COMMUNICATION

Goal Setting

Performance Evaluation

Disciplinary

Employment

Job Instruction

Conflict Resolution

Exit Interviews

Personal Problems

Other

PROBLEMS IN FORMAL COMMUNICATIONS

1. Unreliability

   Recognize that the interview is only one source of information.

2. Lack of Rapport

   Behavior of people may be quite different under different circumstances.

3. Personal Bias

   Personal biases or preconceptions may influence observations.

4. Halo Effect

   Tendency to generalize from some specific characteristic or trait to an overall evaluation.

5. Poor Planning

   Inadequate prior planning may cause interruptions or permit improper conduct.

DIRECTIVE COMMUNICATION PROCESS

Purpose: Give information. Get information. Estabilish a mutual understanding or feeling. The interviewer controls the communication situation.

Process: Step One — Preparing

- Gather background information
- Develop a plan
- Arrange appropriate physical setting

Step Two — Opening

- Set proper tone
- Put person at ease
- State purpose

Step Three — Conduction

- Purposeful conversation
- Follow your plan
- Watch your questions

Step Four — Closing

- Summarize
- State action to be taken

Step Five — Recording

- Think through process immediately
- Record your thoughts, observations and actions

DISCIPLICARY SITUATIONS
HOT STOVE RULE

1. Immediate

Stove: Burn is immediate.
Discipline: Supervisor should begin disciplinary process as soon as possible.

2. Warning

Stove: Know what will happen if you touch hot stove.
Discipline: Unexpected discipline is unfair. Employee should know that a given offense will lead to discipline and the amount of discipline for a given offense.

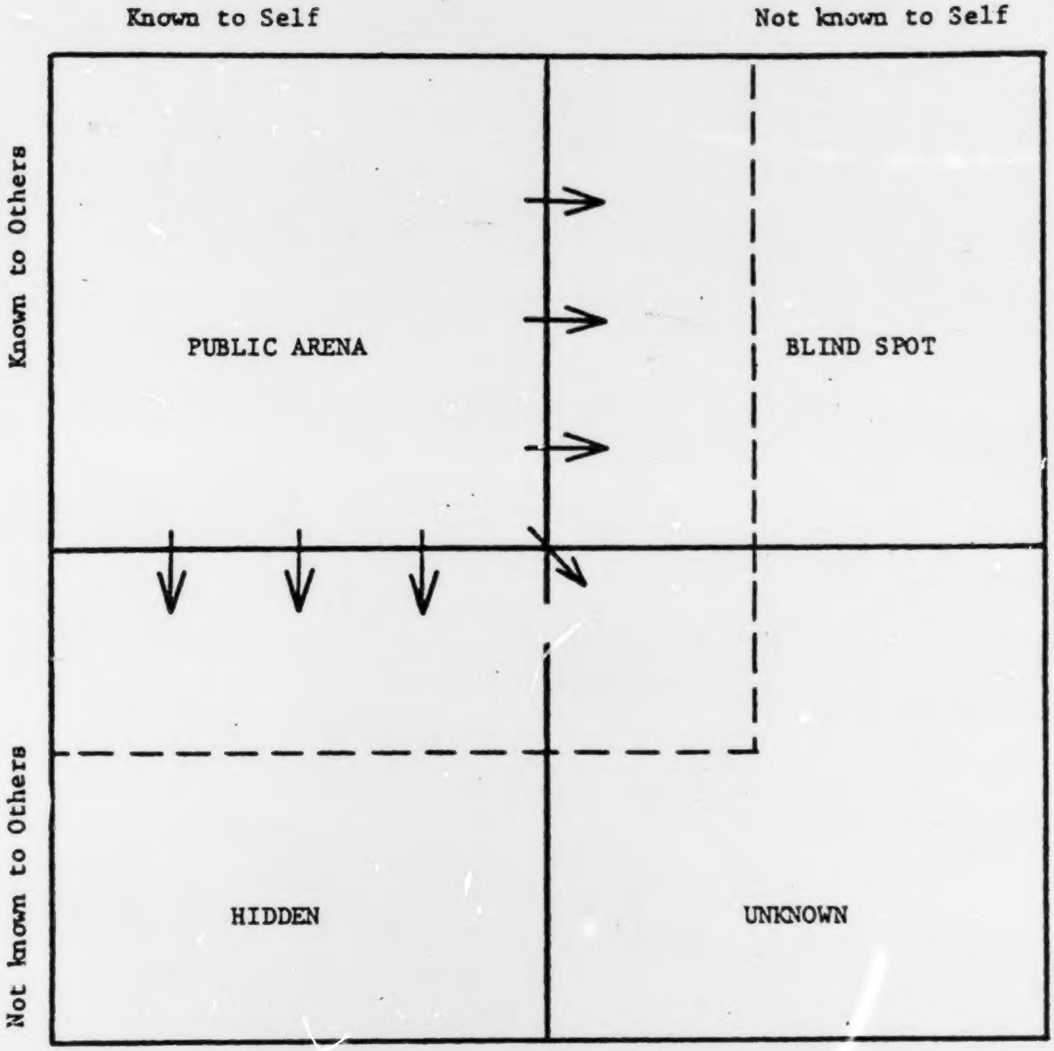
3. Consistent

Stove: Every time you touch hot stove you are burned.
Discipline: Consistency is basic to good employee-supervisor relations. All similar offences should be treated the same.

4. Impersonal

Stove: Whoever touches hot stove is burned.
Discipline: Supervisor does not play favorites. Discipline is administered impersonally.

JOHARI WINDOW



Known to Self
Not known to Self
Known to Others
Not known to Others
PUBLIC ARENA
BLIND SPOT
HIDDEN
UNKNOWN

288

Source: Adapted from J. Luff

PERSONAL VALUE ASSESSMENT

DIRECTIONS: Rate the strength of your feelings about the following:

1 2 3 4 5

indifferent very strong feelings

How do you feel when you have to work with an employee who...

swears continually .... ____

tells locker-room stories and ethnic jokes .... ____

wears odd clothing or hair styles .... ____

has offensive personal hygiene habits .... ____

if of the opposite sex .... ____

is excessively overweight .... ____

is of a different religious faith .... ____

is physically handicapped .... ____

is careless about safety regulation on the job .... ____

is often late to work or often leaves work early for no apparent reason .... ____

is married and doesn't want to have children .... ____

is left-handed .... ____

shares personal problems with anyone who will listen ..... ____

smokes excessively .... ____

uses alcohol or drugs .... ____

ADD OTHER CONDITIONS to which some people react

____ ____

____ ____

____ ____

____ ____

____ ____

MANAGER AS COMMUNICATOR

SELF ASSESSMENT
and
DISCUSSION GUIDE

ITEMS	YES/NO	COMMENTS
1. I resist making value judgments.		
2. I check my assumptions about human nature, motivation and control.		
3. I am aware of past experiences that influence information sent and received.		
4. I try to minimize differences in general vocabulary and occupational jargon.		
5. I am able to deal with conflict and confrontation.		
6. I am aware of the influence of my behavior on others.		
7. I am willing to accept blame or praise if deserved.		
8. I balance my general concern for others with my degree of personal involvement.		
9. I know how to work with feelings of inadequacy.		
10. I can "cope" with problems of frustration and stress.		
11. I am an "active" concerned listener.		
12. My verbal and non-verbal messages send the same information.		

COULD YOU BE PRACTICING ILLEGAL JOB DISCRIMINATION AND NOT EVEN KNOW IT?

Answer: True. Due to outdated policies or failure to understand the law, many employers do discriminate in the way they hire, fire, promote or pay.

Take this 30-second test and see where you stand.

An employer:

1. can refuse to hire women who have small children. T F
2. can generally obtain and use an applicant's arrest record as the basis for non employment. T F
3. can prohibit employees from conversing in their native language on the job. T F
4. whose employees are mostly white or male, can rely solely upon word of mouth to recruit new employees. T F
5. can refuse to hire women to work at night because it wishes to protect them. T F
6. may require all pregnant employees to take leave of absence at a specified time before delivery date. T F
7. may establish different benefits--pension, retirement, insurance and health plans--for male employees than for female employees. T F
8. may hire only males for a job if state law forbids employment of women for that capacity. T F
9. need not attempt to adjust work schedules to permit an employee time off for a religious observance. T F
10. only disobeys the Equal Employment Opportunity laws when it is acting intentionally or with ill motive. T F

Source: The Equal Employment Opportunity Commission, Washington, D.C. 20506.

ORGANIZATIONAL INFORMATION CHANNELS
(Worksheet)

1. What are the formal downward communication channels in your work unit? What are the usual types of messages sent through these channels?

2. What are the formal upwards communication channels in your work unit? What are the usual types of messages sent through these channels?

3. What are the informal channels in your work unit? What could be the types of messages sent through these channels? How might the messages differ from those in the formal channels?

4. How can you use each type of channel to better advantage?

ON-THE-JOB TRAINING

HOW TO GET READY TO INSTRUCT

1. Have a time table
    - How much skill you expect and when
2. Break down the job.
    - List the important steps.
    - Pick out the key points.
3. Have everything ready.
    - The right equipment, material, and supplies.
4. Have the workplace properly arranged.
    - As you would expect the worker to maintain it.

HOW TO INSTRUCT

STEP 1, PREPARE THE WORKER

a. Put the worker at ease.
b. Find out what the worker knows.
c. Arouse the worker's interest.
d. Place the worker correctly.
(Insure a learning situation.)

STEP 2, PRESENT THE OPERATION

a. Tell.
b. Show.
c. Explain.
d. Demonstrate.
(One point at a time. Stress key points.)

STEP 3, TRY OUT PERFORMANCE

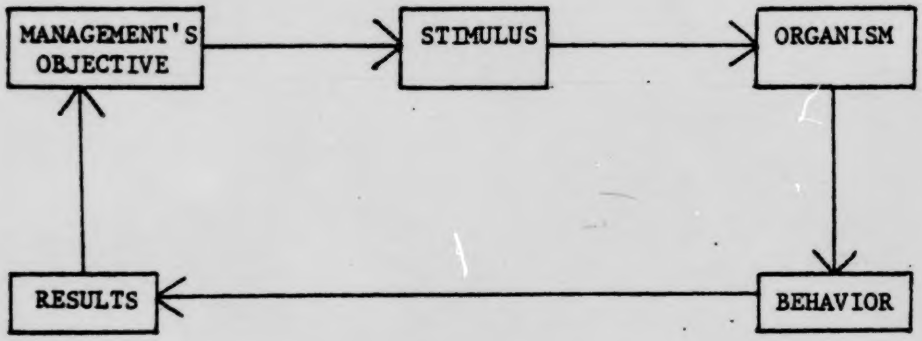
a. Have the worker perform the operation.
b. Have the worker explain the key points.
c. Correct the worker's errors.
d. Reinstruct the worker as needed.
(Be sure the worker knows.)

STEP 4, FOLLOW-UP

a. Put the worker on her/his own.
b. Encourage questioning.
c. Check frequently.
d. Taper off assistance.
(Practice - Key to Performance.)

If the learner hasn't learned, the teacher hasn't taught.

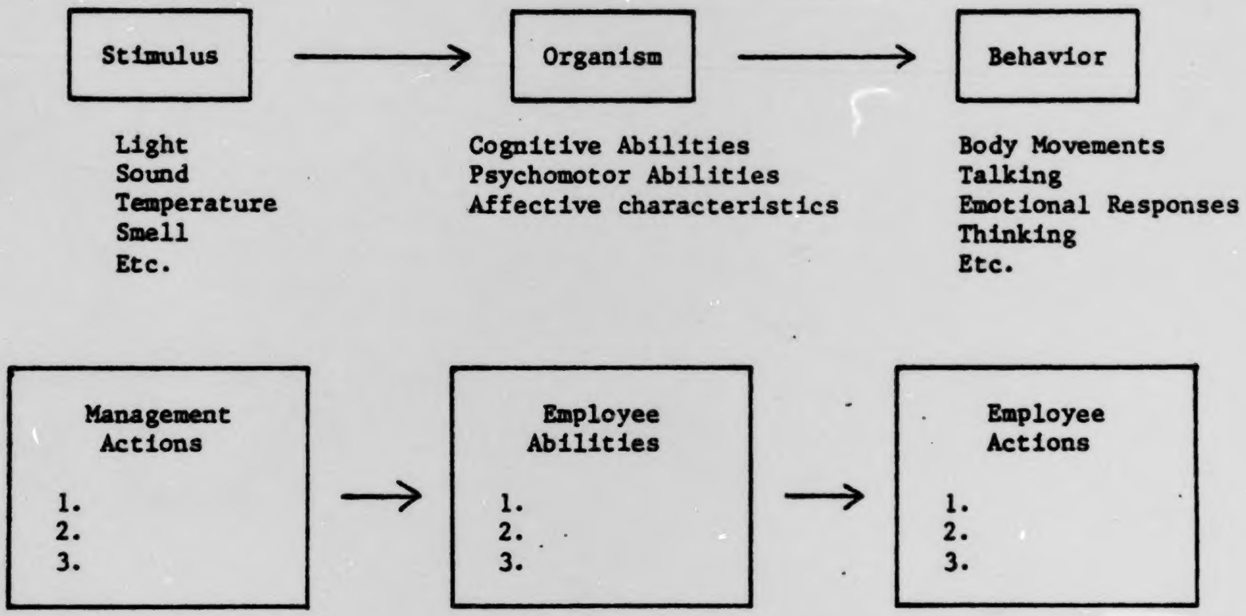
HUMAN BEHAVIOR AS A CASUAL SEQUENCE


MANAGEMENT'S OBJECTIVE
STIMULUS
ORGANISM
BEHAVIOR
RESULTS

Stimulus →	Organism →	Behavior
Light	Cognitive Abilities	Body Movements
Sound	Psychomotor Abilities	Talking
Temperature	Abjective Characteristics	

Management Actions → Employee Abilities → Employee Actions

HUMAN BEHAVIOR AS A CAUSAL SEQUENCE



Stimulus → Organism → Behavior

Light
Sound
Temperature
Smell
Etc.

Cognitive Abilities
Psychomotor Abilities
Affective characteristics

Body Movements
Talking
Emotional Responses
Thinking
Etc.

Management Actions
1.
2.
3.

→

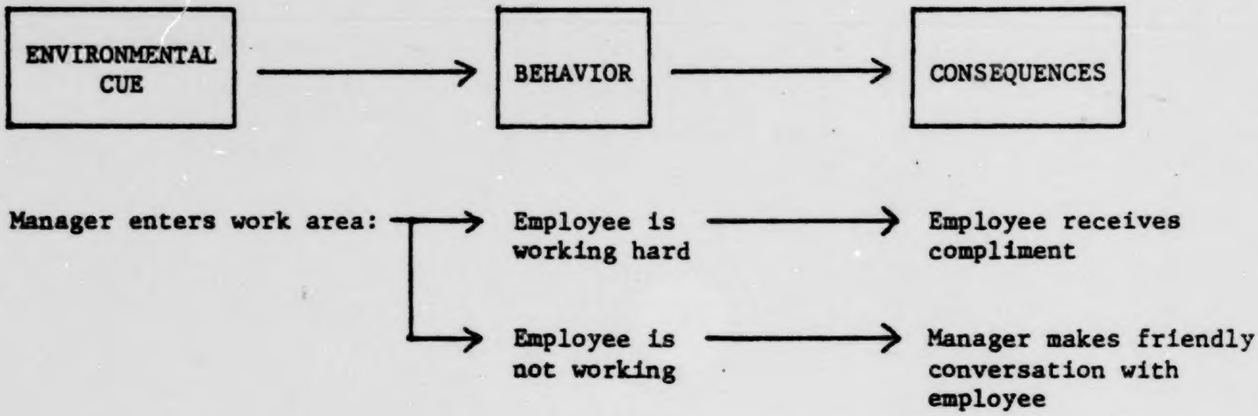
Employee Abilities
1.
2.
3.

→

Employee Actions
1.
2.
3.

Assumption: All behavior is caused. Causation implies that a given individual in a particular situation must act as s/he does.

BEHAVIOR MODIFICATION


ENVIRONMENTAL CUE
BEHAVIOR
CONSEQUENCES
Manager enters work area:
Employee is working hard
Employee receives compliment
Employee is not working
Manager makes friendly conversation with employee

Concept:
1. Behavior is a function of its consequences;
2. Deals only with measurable behavioral events;
3. Behavior is measured in terms of frequence;
4. Must identify relationship between behavior and its consequences.

Strategies:
1. Intervention strategies used to change frequence of behavioral event.
2. Four major strategies available:
   a. Positive reinforcement (increases frequency of behavior);
   b. Negative reinforcement (increases frequency of behavior);
   c. Punishment (decreases frequency of behavior);
   d. Extinction (decreases frequency of behavior).

TASK ANALYSIS

Q.: When someone asks for help,

"how do you make this "x" machine work?"

Q.: How do you help them?

a. What are they really asking?
b. What are the procedures required to operate the "x" machine?
c. Which procedure is the problem?
d. Now—and only now--can you respond!

Q.: Do you know how each procedure is completed?

Q.: Can you analyze each job-related procedure into its component parts in order to help when someone asks for help?

a. Watch someone perform the task.
b. Review any directions available.
c. Talk with persons familiar with the task.
d. Try the task yourself.

Q.: When someone asks for help, how do you decide what the real problem may be?

a. Observe informally.
b. Request a formal demonstration.
c. Question casually.
d. Conduct a structured interview.

P.S. If all of the above are done in an atmosphere of supportive concern, Everyone wins!

ROLE EXERCISES

SUPERVISOR'S THOUGHTS

This employee is one of the old timers you can really depend on to get the work out. She knows the business backwards and forward and is really an asset to the business. She is presently at the top of her career progression and will be retiring in about five to seven years. Her only problem is her personality. She just doesn't get along with people - and in our business this is very important.

EMPLOYEE'S THOUGHTS

Employee evaluation time again. How many of these young supervisors have I trained and then been evaluated by them? This young person seems bright and will go far in the business. I'm glad I'll be retiring in a few years. There was a time when all you had to do was perform your job well; now you have to smile and be friendly to everyone that walks in. I guess I'm getting too old to change my ways since I still can't get used to this new service concept.

SUPERVISOR'S THOUGHTS

This employee is one of the nicest, hardest working employees in my unit. Although he has only been with us about a year, it is obvious that he will be one of the shining stars in the company. His only major problem is that he is still young and doesn't realize the importance of punctuality. This could hurt his future chances in the business it he doesn't improve.

EMPLOYEE'S THOUGHTS

I love my job and am a little excited over my first employee evaluation. I think I'm doing a good job and want to do better. Although my boss is a little old fashion, she is fair and reasonable. This job has required quite a change in my life style from my school days.

SUPERVISOR'S THOUGHTS

I have had continuous problems with this employee in the two years he has worked for us. His work has been marginal to unsatisfactory in almost all areas. I have shifted him through three different jobs in an attempt to help him find his niche in this business; he has failed in each job. He has a very high opinion of himself for such a young, inexperienced employee and is difficult to supervise. I intend to use this evaluation as the first step in the removal process. This is his last chance to become a productive member of my unit.

EMPLOYEE'S THOUGHTS

I wonder what my dumb supervisor will say to me today. I can't understand why a company like this would allow such a marginal person to become a supervisor. He nit picks everything I do. This business will do much better when young, energetic people like myself eventually replace bums like him. If he gives me a hard time again I'm going to the president and blow the whistle on him.

SUPERVISOR'S THOUGHTS

This new employee has great potential in our company. The employee is bright, friendly and extremely industrious. However, I have noticed that the employee has been getting to work later and later each day this week. Monday, the employee was 10 minutes late, Tuesday 15 minutes late and today 25 minutes late. I have decided to talk with the employee to correct the situation now.

EMPLOYEE'S THOUGHTS

The boss has called me into the office. I bet I am going to receive some praise on the extra hard work and long hours I have been putting forth on the special project. It has been tough working until 10:00 or 11:00 each night this week on the project, but I know my work is appreciated around here.

SUPERVISOR'S THOUGHTS

I sure hate to talk to this employee. What can you say to someone who refuses to recognize their alcohol problem? I have come to the end of the line. The employee, who was once an outstanding employee, is now almost worthless. The other employees are doing the work that this employee should perform. This situation cannot last. This is the last chance.

EMPLOYEE'S THOUGHTS

What is the boss going to bug me about today? The boss is always on my back lately. Push, push, push. I sure wish I had a drink to settle my nerves. Maybe I'll sneak out at lunch and have a couple. Since we discovered my wife has cancer, it takes a few drinks to calm me down.

INTERPERSONAL COMMUNICATION

NON-DIRECTIVE COMMUNICATION PROCESS

Purpose: Assist employees in solving their own problems. The interviewer allows the employee to control the direction of the communication position.

Process:

Step One	Feelings Interviewee is encouraged to release his/her feelings. Interviewer helps employee express feelings.
Step Two	Facts Interviewer uses "probes" to bring our information. Ready to look at facts rationally. Interviewer may contribute information.
Step Three	Solutions Interviewee weighs alternatives solution, and selects best one. Interviewer may be more directive in this stage to make sure solution consistant with organization's needs.

INTERPERSONAL PROBLEM SOLVING

General steps:

Determine the situation

- establish a relaxed environment (climate setting)
- assess feelings and facts
- practice supportive listening skills
- demonstrate your degree of understanding and patience

Determine your strategy

- non-directive
- directive
- professional assistance

Look toward solutions

Common causes of problems:

Personal characteristics

- vocabulary, dress, mannerisms
- race, sex, age
- physical handicaps
- other

Ineffective communication

- too much or too little
- ambiguous or contradictory
- other

Influence of non-work environment

- home problems
- financial problems
- drug or alcohol problems
- other

TYPES OF INTERPERSONAL INTERVENTIONS

Situation	Action	Goal
Hurt feelings, rejection/dejection, inactivity.	Listening and understanding.	Sort out emotions, Increase personal security, Re-establish productivity.
Indecision and uncertainty.	Seeking and exploring.	Gather data/strengthen perceptions, Consider alternatives, Take positive action.
Value conflicts	Questioning and clarifying	Examine and clarify values, prejudice and bias.
Traumatic despair and adversity	Directing and controlling	Diagnose and solve problem to avoid further negative consequences. Obtain outside professional assistance.

SUGGESTIONS FOR LISTENERS AND COACHES

When listening ...

Be intent in your listening behavior.

Avoid divided attention - discipline your mind to concentrate.

Refrain from asking questions that would interrupt or alter the information being shared.

Be concerned with both verbal and non-verbal messages.

Interpret the meanings and implications of the messages with care.

When coaching ...

Concentrate on a person's performance rather than on individual personality. As a manager you are primarily responsible for related results, not personal characteristics of employees.

Improve your personal skills of observation, listening, appraising, questioning and discussing. Practice positive termination of interviews and problem solving sessions.

Work positively with those persons whose performance you wish to improve:

- agree as to what is expected,
- agree as to the level of present performance,
- agree on the need to improve,
- explore probable causes for poor performance,
- consider changing the environment.

Enlist specialized assistance when the problem warrants.

JOB SATISFACTION WORKSHEET

Assignment

(A) List three events in your work situation which caused a marked improvement in your job satisfaction.

1.

2.

3.

(B) List three events in your work situation which caused a marked reduction in your job satisfaction.

1.

2.

3.

ROLE EXERCISES

310

SITUATIONS

Situation #1: Pat Murdock has had an attendance problem for the past four months. You have repeatedly warned Pat that you will have to release him from his duties unless he can be on time. When Pat comes in late in the morning he usually looks quite haggared and unkempt; when he comes in late after lunch he often semlls of liquor and occassionally has been a little "tipsy." Today he returns from lunch 45 minutes late smelling strongly of liquor.

Response:

Situation #2: Grace Herme showed a lot of promise when you hired her one year ago. Her work was not only creative, but made your department look good; several of her suggestions were implemented and have been highly successful. However, in the past month, since her promotion to a more responsible job, she appears to be floundering. Work piles up on her desk. She won't approve anything unless she first gets your personal approval. She has just entered your office with a stack of material that should have gone out last week and wants to review each of her potential actions with you.

Response:

Situation #3: Alice Smith is a highly competent individual with great potential but certain behavioral problems. She is surly and sometimes rude to fellow employees. Although you counseled her a number of times on this problem, last week you were forced to record this problem on her annual performance evaluation which had some effect on her salary increase. The formal evaluation along with the modest salary increase hit Alice like a "ton of bricks." Today she has asked to come in and talk with you about this problem.

Response:

Situation #4: John Paddock is one of the nicest, hardest working employees in the department. Although he has been with us only a short time, it is obvious that he will be one of the shining stars in the company. Your recent and well deserved promotion to supervisor of the department has greatly disturbed John. He has asked for an appointment with you today stating: "I just don't think I can work for a woman."

Response:

Situation

Bob is a branch manager in the southwest division. In a very few years he has become a most effective manager, topping other branches of equal size in both sales and production. Recently his wife, Betty, was offered an excellent administrative position with an east coast firm, the type of position for which she is well qualified and ready to assume.

Bob

Bob feels that he has a very good future with the company and wants to stay in his present job. At the same time, he is also very supportive of Betty and her career, knowing how much this advancement would mean to her. They have previously discussed and solved many of the concerns of a dual career family, but have never had to deal with this particular situation. Each of them has a need for achievement in their chosen careers. Bob's uncertainty is causing severe problems in his own performance quality.

Manager

You have several alternatives: you could try to convince him to stay, after all the wife's place is with the husband; you could avoid the whole issue, assuming it's a personal matter, but hoping Bob will solve it before you would need to remove him from his position; you could offer him a promotion as incentive to stay and give him more leverage when talking with Betty. What other options do you have? You are very concerned, not only because of the decline in the quality of Bob's performance, but because of his need for help. After you decide what to do, make an appointment with Bob.

Situation

Ruth is a fifty-five year old worker who has been with the company twenty-five years, twelve of these in her present job. She has gotten many raises and four promotions during her years with the company. This year she received neither raise nor promotion.

Ruth

Ruth feels that she is more experienced than anyone else in the department. She also feels that she does a better job than anyone else. The younger workers laugh and talk alot, not seeming to be serious about their work. She feels overloaded with her responsibilities and often comes early and stays late in order to keep up with each day's tasks. Having received no raise this year, she feels hurt and rejected. She wonders if she is too old for the company or if they no longer value her work. She becomes so dejected that the quality of her work suffers and she is showing signs of apathy and inactivity.

Manager

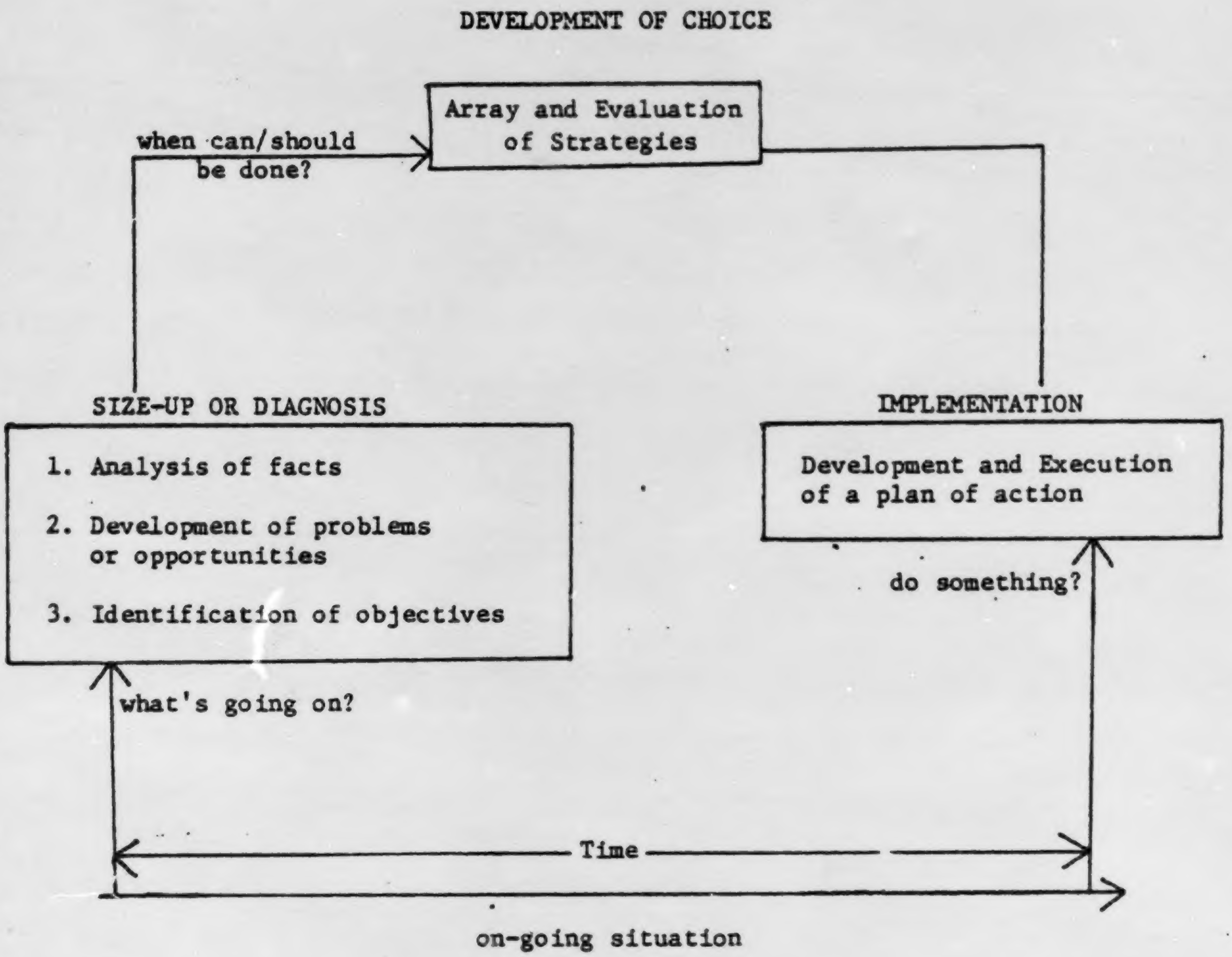
This has been a financially "tight" year. The company executive has put a ceiling on salaries and limited all raises for this year. How can you help Ruth's performance and self-doubt without making promises the company will support? Make an appointment to see Ruth.

DECISION MAKING

PRE - SESSION
ASSIGNMENT

We would like you to think of a problem or decision situation that faces you in your job as you use your "Interpersonal Skills." It can be about any type of activity and involve anyone with whom you interact on the job. The only thing we ask is that it be something that is current or will confront you fairly soon and be of some reasonable significance to you. Please describe this decision situation briefly below. Names need not be given, but when appropriate please give the person's position and relationship to you (e.g., supervisor, subordinate, peer on your staff). Conclude your description with the specific question(s) you have about this.

THE MANAGERIAL DECISION LOOP


DEVELOPMENT OF CHOICE
Array and Evaluation of Strategies
when can/should be done?
SIZE-UP OR DIAGNOSIS
1. Analysis of facts
2. Development of problems or opportunities
3. Identification of objectives
what's going on?
IMPLEMENTATION
Development and Execution of a plan of action
do something?
Time
on-going situation

ELEMENTS OF DECISION MAKING

Decision Makers:

Values
Perception
Personality
Experience

Decision Structures:

Individual
Group
Organization

Decision Process: an "affair of the mind"

Cognition: (process of discovering, rediscovering, recognition ...)
Production: (mental USE of information)
  a. convergent
  b. divergent
Evaluation: (determination of suitability, adequacy, appropriateness of "things" cognized)

Decision Types:

Routine
Repetitive

Creative
Non-recurring

FATEFUL MISTAKES

Acting without knowledge of alternatives
Failure to anticipate probably outcomes
Over or under estimating importance of certain information
Collecting irrelevant information
Making process too complex
Making no decision at all!

TASK:

From the following list, please select five qualities which you believe to be most significant in describing a good manager. After making your selections, list reasons for your selections in preparation for sharing with a partner.

______ intelligence

______ authority

______ flexibility

______ self-control

______ enthusiasm

______ sense of humor

______ ability

______ skill

______ cooperation

______ ambition

______ socially active

______ loyalty

______ humaneness

______ shows respect

______ understanding

______ obedience

______ respectability

______ conformity

______ dominance

______ other ________________

DECISION WORKSHEET

DIRECTIONS:

On the blank following each statement, write one of these:	SA - strongly agree MA - mildly agree N - no opinion MD - mildly disagree SD - strongly disagree

DECISION-MAKING: SKILLS AND PROCESSES

Decision-making is a skill which can be learned. .... _____

As a manager, decision-making is an obligation. .... _____

Many decisions seem to make themselves. .... _____

Intuition is as important as logic in making decisions. ...... _____

Once I make a decision, I move on to other issues. .... _____

I can be an impartial judge of the outcomes of my decisions. . _____

I select alternatives for which I have the most information. . _____

I record my past successes and problems to help in future planning. .... _____

I know my objectives before I make a decision. .... _____

I have no difficulty describing my goals to others. .... _____

DECISION-MAKING: FEELINGS

I worry so about outcomes that I often don't make decisions. . _____

I feel dejected when people don't like my decisions. .... _____

I'm often not really sure of what I want. .... _____

Decision-making is a challenge I enjoy. .... _____

I am comfortable with ambiguity. .... _____

I think people will lose faith in me if I change my mind. .... _____

I don't mind admitting when I'm wrong. .... _____

I'm not happy making decisions unless I'm almost positive of the results. .... _____

I worry about the impact of my decisions on others. .... _____

I feel inadequate when I'm proven wrong. .... _____

CLASSIFYING ACTIVITY

(check as appropriate)

	I (ROUTINE)		II (CREATIVE)
1.	__________	what time to get up on a workday	__________
2.	__________	what route to take to work or school	__________
3.	__________	what priorities to set for daily achievement	__________
4.	__________	how to complete regular weekly report	__________
5.	__________	how to complete required time cards	__________
6.	__________	how to interest other people into helping you	__________
7.	__________	how to gather regularly needed information	__________
8.	__________	how to spend your long weekend time off	__________
9.	__________		__________
10.	__________		__________
11.	__________		__________
12.	__________		__________

DECISION PROCESS

STEP 1: Identify the Issue

How do I define the issue?

How do I describe the parameters of the issue?

What do I know? What can I find out?

What resources do I (or can I) have to use?

What tools, techniques, procedures will help me?

What values, ethics, traits will influence me?

What obstacles do I consider?

What other elements will be important?

STEP 2: Collect and Analyze Data

Environment

Management Experience

Technical Knowledge

Competitive Information

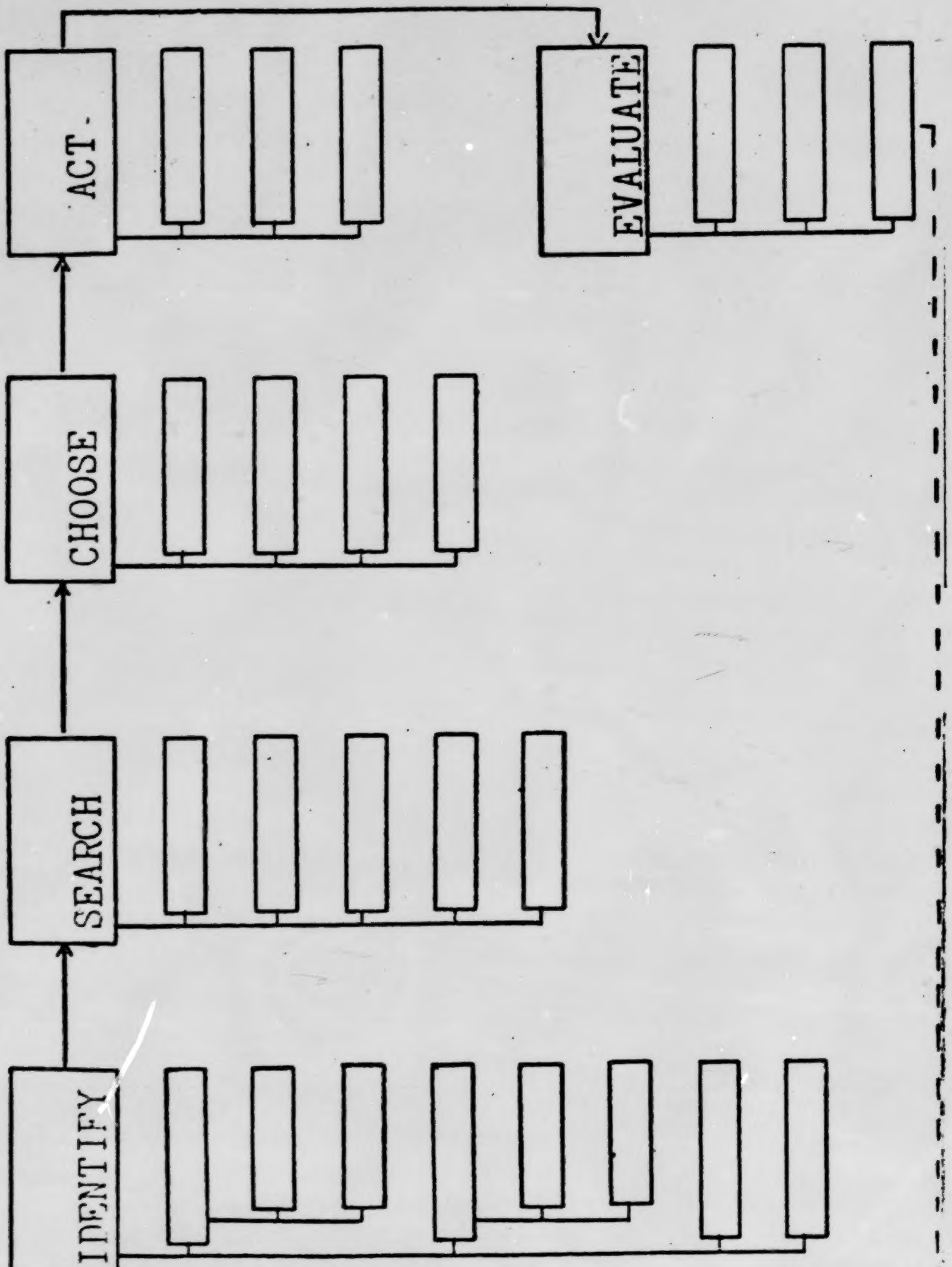
STEP 3: Array, Evaluate and Select Strategies

- General Alternative
    - Formal Search
    - Creative Brainstorming

- Predict Consequences
    - Costs
    - Risks
    - Advantages
    - Other

STEP 4: Implement Your Plan

STEP 5: Evaluate Your Action


IDENTIFY
SEARCH
CHOOSE
ACT
EVALUATE

GROUP DECISION MAKING

Elements to Consider

Philosophy
Vocabulary
Personalities
Tolerances

Unanimous
Majority
Consensus

Assets of Group Decision Making

Greater sum of knowledge or information.
Greater number of approaches to a problem.
Differing viewpoints to stimulate new thought.
Wider acceptance of final choice.
Reduced chance for communication failure.
Better comprehension of decision outcome.

Problems Related to Group Decision Making

Social pressure.
Acceptance of alternative solutions.
Individual domination.
Winning the decision.

Group Size

Odd number to prevent a deadlock.
Small enough for the reticent to participate.
Large enough to allow one to shift roles.
Large enough to allow one to withdraw from a position.
Large enough to allow majority/minority split without isolating a single member.

TIME MANAGEMENT

WHAT ARE MY TIME "WASTERS"?

FREQUENCY - FOR ME !!!

	never 1	seldom 2	often 3	very often 4
VISITORS:				
drop in to socialize				
drop in with routine concern				
drop in to brainstorm				
MEETINGS:				
meetings called without purpose				
meetings called without agenda				
meetings called with too many persons				
SELF:				
trying to do too much				
trying to meet too many deadlines				
trying to meet unrealistic deadlines				
having no deadlines				
procrastination				
doing things that could be delegated				
OTHERS: (add your own - be specific)				

Exercise: Priority Setting

Situation

It is Thursday and you have spent the morning at a special meeting at the Administrative Center. After lunch you return to your office.

1. Decide in what order you will handle the following events:

   - As you walk in, you are met by your secretary. S/he has been ill all day and just "hanging on" until your return. S/he leaves to go to the doctor's office. You do not know when s/he will return. You had several special letters to be typed in addition to the afternoon's work. Who will take messages, type, etc. this afternoon?

   - On your desk are also a set of calls for you to return. There are only names and phone numbers--no idea of the urgency of messages. Calls are from: the President of the Company, the Company Comptroller, your attorney, the Chamber of Commerce Secretary, and a client with whom you have a 4:00 appointment.

   - On your desk is the morning U.S. mail to be opened and processed.

   - A ten-year employee gives two day's notice, effective Saturday noon because of an extreme family problem. The position is critical to the effectiveness of your office. You must initiate the replacement process.

   - At the morning meeting, you received a summary of the Attorney General's latest decision. You must prepare a report to be in the President's office for top management meeting by 8:00 a.m. tomorrow. (It will take one to two hours.)

   - The Sheriff has served a notice of garnishment of wages papers on a new employee who has not yet completed his 90-day probationary period.

   - You had planned to spend at least one hour rehearsing a speech you have agreed to give at tonight's Rotary meeting.

2. Questions for discussion

   a. In what order did you rank the priorities of tasks and events in item one?

   b. Why did you rank them in this order?

   c. How could you have planned ahead to ease any of the pressure?

HOW DO I RATE AS A DELEGATOR?

YES	NO	
____	____	I sometimes do not delegate a task because it seems quicker and easier to go ahead and do it myself.
____	____	When I want something done right, I do it myself.
____	____	Although I do delegate, I keep a close check on the progress of a project and often hasten the problem solving by supplying the answer which, through experience, I know to be true.
____	____	In the process of delegating, I always tell my subordinates the method they should use in accomplishing the task most efficiently.
____	____	I take back a task if I see it is not going well.

DISCUSS AND COMMENT

Remember: Barriers to delegation can be in the delegator, delegatee or in the structure of the situation itself.

HOW DO I "BLOCK" MY INTERRUPTIONS?

VISITORS

-fixed office hours
-stand up
-avoid socializing
-
-
-
-
-

TELEPHONE

-block time for returning calls
-plan your outgoing calls
-practice ending conversations
-
-
-
-
-

MEETINGS

-start on time, adjourn as scheduled
-work from an agenda
-discourage side issues and personal conversations
-
-
-
-
-

OTHERS:

323

TIME USE WORKSHEET

ACTIVITY LIST:

Week of ______________________

Monday	Tuesday	Wednesday	Thursday	Friday

General Responsibilities	"Typical" Monday		1st Monday		2nd Monday		3rd Monday		4th Monday	
	Task	%	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

TIME MANAGEMENT

TIME	DUTY	TIME	DUTY	TIME	DUTY	TIME	DUTY
7:30		10:00		12:30		3:00	
35		05		35		05	
40		10		40		10	
45		15		45		15	
50		20		50		20	
55		25		55		25	
8:00		10:30		1:00		3:30	
05		35		05		35	
10		40		10		40	
15		45		15		45	
20		50		20		50	
25		55		25		55	
8:30		11:00		1:30		4:00	
35		05		35		05	
40		10		40		10	
45		15		45		15	
50		20		50		20	
55		25		55		25	
9:00		11:30		2:00		4:30	
05		35		05		35	
10		40		10		40	
15		45		15		45	
20		50		20		50	
25		55		25		55	
9:30		12:00		2:30		5:00	
35		05		35		05	
40		10		40		10	
45		15		45		15	
50		20		50		20	
55		25		55		25	

TIME MANAGEMENT:
KEEP TRACK THROUGH NEXT WEEK

1. Direct Supervision.
2. Complaints - Telephone - Correspondence - Casework.
3. Meetings - Planning - Systems - Procedure - Planning.
4. Quality Control.
5. Record Keeping.
6. Training - Procedure Implementation.
7. Outside Activities.

Name: ______________________________

Date: ______________________________

Exercise

Translate vague goals into observable behaviors

Your concern is to increase overall service/profits/products.

Vague goal: improve our company image.

Observable behaviors:

- smile when a customer approaches,
- greet a customer appropriately,
- use a customer's name if possible to obtain it,
- reduce number of complaints from customers about employee rudeness (by 10% in 30 days).

Add other observable behaviors:

-
-
-
-
-
-
-

MANAGEMENT BY OBJECTIVES

DISCUSSION OF IDEA

You have the opportunity to discuss the idea of MBO. You may wish to use some of the following questions as a guide for your discussion. Please do not feel restricted by these questions.

UNDERSTANDING (What do I know?)

What is the purpose of management by objectives?
What type of organizational climate fosters MBO?
In the MBO process, what are some of the problems we have in establishing objectives?

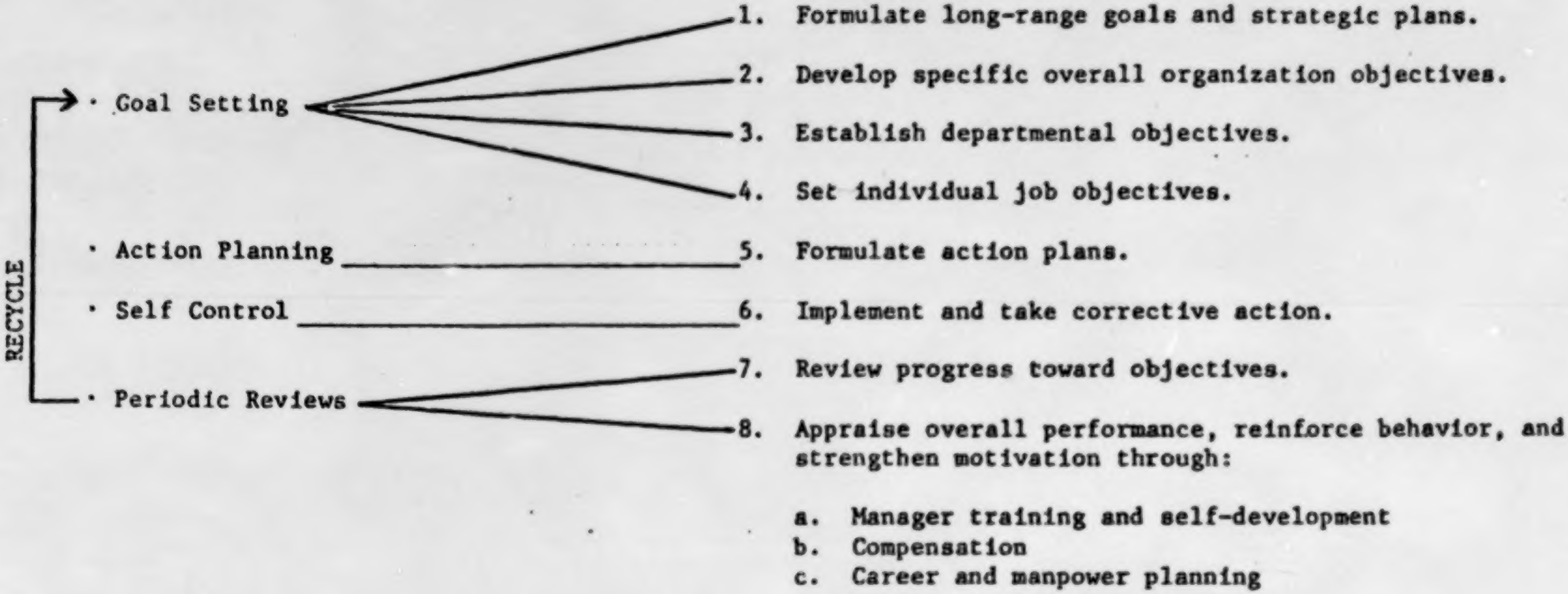
JUDGEMENT or EVALUATION (What do I feel?)

What is your opinion of the MBO process?
What are the strengths of the MBO process?
What are the weaknesses of the MBO process?

APPLICATION (How can I use?)

Are there any specific ideas that I can apply to my job?
What are the strengths and weaknesses of the MBO process as applied to my company?

THE MBO PROCESS



The Essential Elements

- Goal Setting
- Action Planning
- Self Control
- Periodic Reviews

The Major Steps

1. Formulate long-range goals and strategic plans.
2. Develop specific overall organization objectives.
3. Establish departmental objectives.
4. Set individual job objectives.
5. Formulate action plans.
6. Implement and take corrective action.
7. Review progress toward objectives.
8. Appraise overall performance, reinforce behavior, and strengthen motivation through:
    a. Manager training and self-development
    b. Compensation
    c. Career and manpower planning

MBO LANGUAGE

GOAL: A goal is a desired future condition. It reflects a statement of intent, something to shoot for. Its time frame tends to be long-range, perhaps three to five years. Goals tend to be broad in focus, though specific enough to provide direction and thrust. They may be expressed in either qualitative or quantitative terms.

Thus, goal expresses a:

(1) Broad focus

(2) Desired future condition

(3) Long range time frame

Some examples might include:

"To increase profits to ten million dollars per year within five years."

"To increase commercial sales to 75% and decrease military sales to 25% by 1980."

"To establish a major division on the West Coast within three years and a major subsidiary in Eastern Europe within six years."

OBJECTIVE: An objective is a desired accomplishment or hoped for result. An objective is expressed in a specific dimension; it is narrow in focus and has a short time frame. Objectives are expressed in quantitative, measurably concrete terms, in the form of a written statement of desired results to be achieved within a given time period.

Thus, an objective meets the following criteria:

(1) Written with an action verb, end result, subject and time element.

(2) Specific, measurable, attainable, realistic, timely.

Some examples might include:

"To increase our earnings per share to $2.50 this year."

"To introduce a new product in the $7.00-9.00 price range within two years."

"To decrease the monthly accident rate to 5% within six months."

"To introduce a new product in the $7.00-9.00 price range by March 15 and to sell 1000 units by December 31."

"To increase sales of product A to 850 units by March 1, product B to 465 units by July 1, and product C to 375 units by October 15."

SUBJECTIVE: A subjective is used when an objective cannot be stated. It is used in areas where it is difficult to measure or confirm the actual attainment of an objective. Subjectives are expressed in terms of a number of specific verifiable activities or events which, when accomplished, should logically lead to the desired future state or condition.

Thus, a subjective expresses:

(1) An activity or event

(2) A short-range time frame

An example might include:

"To improve public relations with the community:
(a) Publish and distribute a district-wide newsletter to all parent, teacher, and student groups each month.
(b) Conduct "open house" at least once a year at each school in the district.
(c) Conduct weekley "rap" sessions for student representatives in each intermediate and high school."

"To improve communications in the plant:
(a) Conduct weekly staff meetings with all department heads.
(b) Publish a monthly employee newsletter beginning in March of this year.
(c) Have lunch at least once a month with two or three randomly selected foremen."

ACTION PLAN: An action plan specifies a desired result, or evidence of definite progress toward an objective. As such, its focus is very narrow. The action plan contains the detailed steps necessary to accomplish the objective. The steps of the action plan are generally expressed in precise, specific, and concrete terms. The action plan should be control oriented, specifying who is responsible and the time frame for each step of the action plan.

Thus, an action plan shows:

(1) A detailed plan of action

(2) What is to be done, who is to do it, how it is to be done, how much is required, when it is required and where it will be done.

(3) The coordination required to accomplish the objective.

WRITING OBJECTIVES

Setting goals and objectives is perhaps the most critical element in the MBO process. Once their basic form and content have been determined, however, the problem of getting them down in writing becomes important. Objectives, especially, must be written in a way which clearly communicates their intent to all of the relevant parties. As indicated by the above, they must be expressed in tangible and measurable or verifiable terms. The language of MBO is clear and concise and does not permit ambiguity.

Some examples:

Poor: To improve our estimating procedures.
Better: To complete 95% of all production estimates for special sales inquiries with 48 working hours of receipt.

Poor: To improve teamwork in my department so as to increase the quality of work.
Better: To reduce the number of rejects to a maximum of 2% per month by the end of the current year without increasing budget.

Poor: To improve our profit picture.
Better: To obtain annual earnings after taxes within two years of (1) 12% on total assets, (2) 16% on shareholders' equity, and (3) 6% on sales.

Poor: To add a new product to our line.
Better: To introduce a new product in the (specify) price range by November 1 and to reach x number of units volume by May 1.

Poor: To be a socially responsible company.
Better: To hire and retain ten hard core unemployables within two years, and to promote two women to middle management positions by December 31.

Poor: To develop clearly defined work assignments so that I can assign any of my personnel to a number of different functions so as to develop their flexibility, maintain their interest, and expand their capabilities. Personnel will be rotated through these assignments monthly.
Better: To develop and conduct a job rotation training program that will assure that all personnel in my section can reasonably perform any work assignment. This is to be accomplished by August 1 and without an increase in my training budget.

Poor: To develop a plan to reduce idle employee time caused by the changeover of the production line.
Better: To develop and implement by September 1 a plan to reduce employee idle time during production line changeover by 50%, at a cost not to exceed $5000.

GUIDELINES FOR DEVELOPING SMART OBJECTIVES

Specific It should specify the action to be taken. The commitment to take action is fundamental to an objective.

Measurable It should be measurable, tangible, and verifiable. It must be clear to all concerned when the objective has or has not been achieved.

Attainable It should be attainable with stretch. Although a good objective is challenging, it should be within reach of the manager. It should also be within the scope of his authority. The objective, however, should represent a significant challenge. It represents an improvement over past performance. As such, it should provide strong motivation to stretch beyond current levels of performance.

Realistic It should be realistic and relevant. Since resources are limited, the attainment of the objective should provide a high payoff compared to others being considered. The objective should not conflict with company policies or practices. Coordination with others is an absolute necessity in developing realistic objectives.

Timely It should be limited in time. The accomplishment of the objective should be tied to a specific time-frame. Target dates provide milestones against which to compare progress.

Special Note: Once formulated, the objective should be written down and referred to periodically by the manager, his supervisor, and any others who might have an interest or part in its attainment. This suggests that the statement must be written (a) in clear, concise, and unambiguous terms, (b) in a way which accurately specifies the "who", "what", and "how much", and (c) in a language which will be understood by those who will play some part in the action planning, implementation, and review process.

An assessment should be made periodically to determine whether the objective or any part of the action plan should be modified or abandoned. REMEMBER an objective and action plan is a guide to improved performance, it is not "chiseled in stone."

KEY FACTORS IN MANAGEMENT BY OBJECTIVES

GOAL:

Broad in Focus

OBJECTIVE:

To improve labor efficiency by 6.3% over 1979 level by December 31, 1980

what do we do	what do we do it to	how much do we do	by when do we do it

"SMART"

ACTION PLAN:

A series of activities that tell us:

What
When
Where
Who
How
Coordination Required
How much

LARGE GROUP
PRACTICE EXERCISES

These practice exercises are to be completed as a large group activity led by your instructor. Keep the directions for writing SMART objectives in mind. Your task is to:

a. write an objective (or subjective) for each practice exercise which would aid in reaching the stated goal, and

b. write a detailed action plan which would lead to the accomplishment of the objective.

PRACTICE EXERCISE #1

GOAL: Reduce absenteeism in my section.

OBJECTIVE:

ACTION PLAN:

PRACTICE EXERCISE #2

GOAL: Improve communications within my section.

OBJECTIVE:

ACTION PLAN:

SMALL GROUP AND INDIVIDUAL

PRACTICE EXERCISES

Following the large group exercises it is important that you become involved in increasingly individual efforts in developing objectives and action plans. Therefore, you are to complete the next sequence of exercises as follows:

a. Form a small group.

   Use the assigned goal in Exercise 3 and write a SMART objective and action plan directed to that goal. Your work is to be entered in your booklet and also written on large chart paper to be shared with, and critiqued by, the members of other small groups.

b. Form smaller groups than those in the task above and develop a goal of mutual interest. Once agreed upon, write an appropriate objective and action plan. Enter this as Exercise 4 in your booklet and on chart paper for group critique.

c. Work first alone and then in pairs to complete the following four steps:

   (1) Write a goal, objective and action plan of your own.

   (2) Share your work with your partner who will critique what you have written.

   (3) Together rework each of your objectives and action plans. Enter your improved goal, objective and action plan on Exercise 5.

   (4) Present a summary of your work to the entire group.

PRACTICE EXERCISE #3

GOAL: Improve safety in my section

OBJECTIVE:

ACTION PLAN:

PRACTICE EXERCISE #4

GOAL:

OBJECTIVE:

ACTION PLAN:

PRACTICE EXERCISE #5

GOAL:

OBJECTIVE:

ACTION PLAN:

PRINCIPAL RESPONSIBILITIES

Key End Results:	Measures of Accomplishment:
1. Safety	a. Accident Rate
	b. General Housekeeping Appearances

The Cost Center Manager is responsible for the safety of his personnel. To accomplish this objective, the Cost Center Manager will talk with employees about all safety rules, instructing them about the proper use of the machines and to notify the Cost Center Manager immediately of any machine problems or breakdowns. Cost Center Managers will occasionally take the employees on safety inspection tours and periodically review all emergency procedures. In addition to this, the Cost Center Manager will encourage employees to use first aid and to report all major and minor injuries promptly. He will also encourage employees to suggest ways to make the area of operation safer. The Cost Center Manager will enforce all safety and housekeeping rules and use disciplinary action as needed.

2. Quality	a. Number of Rejects
	b. Number of Consumer Complaints
	c. Waste

The Cost Center Manager is responsible for maintaining the high Pella quality standards for his product. To accomplish this objective, the Cost Center Manager will continually educate all employees concerning the quality of our product by instructing the personnel on the proper use of their equipment, explaining to them the quality guidelines for their operation and how their operation fits into the final production of the unit. He will inform employees of problems found in audits and/or inspections and occasionally have an employee participate in an audit or inspection. The Cost Center Manager will keep his employees informed of the current demerit average and the departmental goal. Additionally, the Cost Center Manager will conduct a proper follow-up on all customer complaints and instruct employees on proper repairs, scrap and salvage. Cost Center Manager will also occasionally review the Q.C. guidelines with the inspector and maintain a good working relationship with Quality Control. The Cost Center Manager will request the inspector to inform the Cost Center Manager of all quality problems and occasionally accompany Q.C. inspectors during their audits or inspections. The Manager will encourage the Q.C. inspector to observe all aspects of the operations and the Cost Center Manager will enforce all Q.C. guidelines.

3. Labor Efficiency	a. Unit Cost Report
	b. Per Cent of Labor Improvement

The Cost Center Manager is responsible for developing the budget, for improving the labor efficiency of the department and to maintain the budgeted unit cost or lower. To accomplish this, the Cost Center Manager will implement all planned improvements according to the schedule and continue to examine each operation for improvement and encourage others to seek out ways to improve their operation. The Cost Center Manager will additionally explain the basis of the unit cost and the importance of meeting it to the employees, will keep everyone informed of the current unit cost and the cost objectives, and will make appropriate changes in the operations to meet the varying production rates.

4. Absenteeism

a. Rate of Absenteeism
b. Per cent Change from the Previous Year

The Cost Center Manager is responsible for maintaining a low level of absenteeism. To accomplish this, the Cost Center Manager will explain the importance of daily attendance and of calling in if attendance isn't possible. The Manager will ask employees the reason for their absence, keeping employees informed of their current absence rate, the overall department average and the departmental goal. The Cost Center Manager will enforce excessive absentee policies.

5. Customer Service

a. Per cent of Orders Completed on Time

The Cost Center Manager is responsible for maintaining a high level of order completions on schedule. The Cost Center Manager will accomplish this by explaining to everyone the basis of the quota or standard and the importance of meeting it by keeping up to date on all deliquent orders and other aspects of scheduling. The Cost Center Manager will make appropriate changes to meet the varying quota demands, will take necessary steps to assure the area with the necessary material to adequately reach the quota, will take necessary steps to assure enough workable equipment to meet the quota, and will additionally use preventative maintenance to help prevent machine shutdown.

6. Employee Morale

a. Turnover Rate
b. Feelings Within the Department

The Cost Center Manager is responsible for maintaining a high level of employee morale within the Cost Center. To accomplish this, the Cost Center Manager will properly orient all new employees and follow up on that orientation. The manager will encourage all employees to read their handbook and bulletin boards, keep employees informed about changes in Company policy and encourage a one-to-one relationship with everyone. The Cost Center Manager will encourage a team effort attitude and utilize discipline as needed to maintain Company policy and a good attitude within the department.

7. Communication

a. Number of Problems between Shifts

C.C. Manager is responsible for two-way communication with management and service functions. He is responsible for laterial communication with other Cost Center Managers. He is responsible for one-to-one communication with employees. To improve employee communication, Managers will hold C.C. meetings as outlined in the major objectives.

WORK SHEETS

GOAL:
(Principal Responsibilities)

OBJECTIVE:
(Results Expected)

ACTION PLAN:

MANAGEMENT BY OBJECTIVES WORKSHEET

Name: Goal Area:

Objective (Results Expected):

Action Plan	Results Achieved

CASE DISCUSSION

In 1979 the XYZ Company adopted an approach to MBO that integrates objective-setting and budgeting. It includes the following steps which are designed to produce a complete set of objectives and budgets for the company by July 1st, the start of each fiscal year.

1. Each department head submits his proposed objectives for the coming year to the executive committee by April 1st.

2. After review, discussion, negotiation, and perhaps modification, the executive committee approves a set of objectives.

3. After approval, each department head submits the financial data for his objectives to the executive committee by May 1st.

    a. The Marketing Department forecasts sales. Estimated current sales trends plus planned new accounts provide the basis for projecting total shipments for the coming year.

    b. The Operations Department estimates production and provides an estimate of gross profit based on the estimated costs and revenues for projected sales.

    c. All so-called "overhead" departments (for example, administrative departments, warehouse, maintenance) submit their own budgets.

4. The planning staff then combines all these data and issues the new company long-range plan by June 1st.

The trouble is that the Marketing Department understates its sales forecasts so that it will look good by surpassing them. Operations does the same thing: It overstates the anticipated expenses. This gives them a chance to exceed the objective. It also provides a reserve to meet unanticipated expenses.

The overhead departments always seem to ask for a larger budget and more employees than can possibly be supported by revenues projected by the sales forecast. The department heads are asked to make cuts. They never cut their budgets enough, so top management cuts them all across-the-board by 10 per cent.

What happens as a result of a low sales forecast is that we have too much work for the number of employees and the amount of money our budgets allowed. In an attempt to satisfy customers, however, top management authorizes overtime plus occasional special expenditures for other hurry-up efforts. These expenditures reduce gross profits.

As for the overhead departments, they are imposed upon by all this scrambling. Maintentance, for example, is asked for special fast services. They usually try to help, but they often fail to meet their original objectives because of these added burdens. Sometimes they aren't very cooperative precisely because cooperation in coping with this annual emergency will interfere with their meeting their own objectives. In any event, they claim that the budget cuts caused any failures they do experience. They always inflate next year's estimates so that what is cut is more likely to be fat.

This happens every year.

QUESTIONS:

(1) What are the problems facing this company?

(2) What causes these problems?

(3) How would you cope with these problems?

SUGGESTED SEMINAR AND WORKSHOP TOPIC OUTLINES AND SCHEDULES

MANAGERIAL/SUPERVISORY SEMINAR*

TOPIC OUTLINE AND SCHEDULE

Day 1	8:00	Registration and Coffee
	8:30	Welcome and Introductions Seminar Overview
	9:00	Exploring Your Managerial Role
	11:45	Lunch
	1:00	Developing Your Interpersonal Skills through Informal Communication
	4:15	Assignment
Day 2	8:00	Coffee
	8:30	Enhancing Your Formal Communication Style
	11:45	Lunch
	1:00	Management by Objectives
	3:30	Preparing Your Plan of Action
	4:20	Summarizing and Evaluation

*This two day seminar outline was designed to meet the expressed needs of women and men working together at United Federal Savings and Loan, Administrative Offices in Des Moines, Iowa.

Components of the design were among those developed to meet needs of mid-career administrators identified through interviews, survey results and review of current writings in the field.

FIRST-LINE SUPERVISION*

TOPIC OUTLINE AND

SEMINAR SCHEDULE

Day 1	8:30-9:00	Registration
	9:00-12:00	Management Functions and Roles
	12:00-1:00	Lunch
	1:00-4:00	Decision Making
Day 2	9:00-12:00	Formal Communication
	12:00- 1:00	Lunch
	1:00- 4:00	Informal Communication
Day 3	9:00-12:00	Management (Time and Career)
	12:00- 1:00	Lunch
	1:00- 4:00	Management by Objectives

* This three day outline was designed to meet the needs of administrative participants in a College of Continuing Education program.

Components of the design were among those developed to meet needs of mid-career administrators identified through interviews, survey results and review of current writings in the field.

COMMERCIAL WORKSHOPS, SEMINARS AND TRAINING COURSES

Universities, business firms and individual consultants are currently marketing a wide variety of Management training events.

Examples of such activities can be obtained from direct mail brochures distributed through many Colleges of Continuing Education; Centers for Management Development Development (as at the University of Missouri-Kansas City); Management Institutes (as at University of Wisconsin), non-profit organizations (as the Institute for Managerial and Professional Women-Portland, Oregon); Private Corporations (as Learning Dynamics, Inc., Needham, Mass.) and Higher Education Consortia (as the HERS Mid-Atlantic Summer Institutes in cooperation with Bryn Mawr College).

Training aids from commercial and professional publishers for men and women in management, relate primarily to skill development. Some individual authors have also focused on general training program suggestions and practical exercises, while others have focused on meeting the perceived needs of women in management.

Examples of such materials would be Alice Sargent's *Beyond Sex Roles*, Exercises Toward Androgyny, Part One; Nancy R. Hoozman's, "Three Part Training Program" in *Public Administration Review*, 36:4, 1976, pp. 374-378; or the *Project Leadership* material developed for participating school personnel through the Association of California School Administrators.

EVALUATOR'S REPORT

Susan E. Wright, Ph. D.

Final Project Evaluation

MID-CAREER WOMEN IN ADMINISTRATION

In the "Mid-Career Women in Administration" project, the traditional objective data forms of evaluation were not appropriate. Instead, as evaluator, I have worked closely with the investigator throughout the project in an attempt to make a subjective, but valid evaluation of the project. As evaluator I have been involved from the beginning of the grant implementation with instrument development, sample selection, data collection and data analysis. I also have been involved with the advisory committee and have been aware of progress made on the literature search and workshop development. Involvement at each stage was evaluative and advisory.

The 180 day report evaluation noted that the project was on an appropriate time schedule. At that point pre-project preparation had been completed, data collected, and analysis begun. Since that time, the project tasks have continued to be completed as scheduled.

The final evaluation will be organized around the extent to which the investigator has achieved the objectives and outcomes set forth in the original proposal. The following goals and objectives were set out (subobjectives are not repeated here).

3.11 to produce descriptive data regarding the perceived needs and interests of women who hold positions of administrative or managerial responsibility;

3.12 to analyze selected documents and other resources from the areas of mid-career developmental psychology, psychology of women, effective administration and management, and organizational barriers to equity.

3.13 to select from the descriptive data and the document data those items which have a potential match;

3.14 to design, develop, validate, and disseminate programs and activities which are judged to meet the needs of mid-career women administrators.

The outcomes were projected as follow:

> "The achievement of these objectives will produce two product outcomes. The first outcome, a body of analyzed data, will be achieved through the completion of objectives 3.11, 3.12 and 3.13. Together these three objectives will result in a synthesis of current descriptive and document data related to the identified needs and concerns of mid-career women administrators."
>
> "The second outcome, a variety of educational programs and activities, specifically designed to address the needs of mid-career women administrators, will be produced as a result of the achievement of objective 3.14 as stated above."

In pursuit of these objectives, Dr. Prentice has completed extensive work. She designed a questionnaire to ascertain the perceived needs and interests of women holding administrative or managerial responsibility. The questionnaire was pretested, then data were collected from samples drawn from business and education institutions. In order to facilitate data analysis, Dr. Prentice, with two colleagues, obtained an additional grant which funded coding and preparation of the data. Thus she has surpassed grant provisions and expectations in relation to data collection and analysis.

In accordance with dissemination objectives, information from this questionnaire has been summarized and sent to 120 of the respondents who requested the results.

Working with colleagues and her advisory group, the investigator delineated paradigms for analysis which appeared to arise from the data. These paradigms have been applied to data and modified as empirical analysis has indicated.

To achieve objective 3.12, Dr. Prentice has done an extensive review of the literature related to the project subject. A bibliography with annotation has been developed. The bibliography provides a valuable delineation of the literature available on mid-career women administrators.

This literature has been extensively analyzed to derive frameworks for analysis of the questionnaire data.

Finally, papers and seminars have been presented by the investigator which synthesize the data and literature and provide initial dissemination of the information collected on this project. Additional data analysis is presently underway, with several papers and presentations planned.

In relation to the final objective, a number of workshops have been designed and tested by the investigator. These workshops have attempted to address needs identified through the questionnaire data and through the literature review. The plans of several of the workshops are included in the final report of the project. Others are in the developmental stage.

In summary, Dr. Prentice has worked conscientiously throughout the project period to achieve the goals of the project in the specified time period. I believe that in some areas she has surpassed the projected accomplishments of the grant. She utilized her advisory personnel effectively and drew upon the expertise of other colleagues as well. She has completed a meaningful initial examination of the needs of mid-career women administrators.

Susan E. Wright, Ph.D.
Project Evaluator